

English Reading Comprehension and Reading Habit Improvement: Use of Questioning Technique

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Abstract

The purposes of this study were to investigate improvement in English reading comprehension, reading habits and self-directed learning of students being taught through the questioning technique. Research samples were 35 Mattayomsuksa 3 students taking the fundamental English course in the first semester of the 2009 academic year at Prompinitchaiburee School, Phatthalung Province. Research instruments included 15 lesson plans for reading comprehension using the questioning technique, the identical English reading comprehension pre- and post-test, the reading habit and self-directed learning questionnaire, the reading behavior questionnaire and the report on time and frequency of use of the English Corner. The English reading comprehension test and the reading habit and self-directed learning questionnaire were administered to all subjects before and after the 15-week (30 hours) experiment. Obtained data were analyzed for and percentage, mean, standard deviations and a paired-sample t-test.

Results show that the students' English reading comprehension ability increased significantly at the .01 level after learning reading comprehension lessons through the questioning technique. The students' reading habit and self-directed learning was found at a statistically higher level of .01 after the treatment period. The records of time spent and frequency of attending the English Corner showed that students employed more self-directed learning after the training. These findings indicated that administrators and teachers should acknowledge a need for provision of a sufficient number of books that are of the students' level and interest for self-directed reading. Likewise, extra-curricular reading activities should be provided so as to help the students be more proficient and independent in their own reading and learning.

1. Introduction

English is now used as an international language for communicating information, knowledge, culture and belief among people worldwide. English is also used as a tool for transferring technology, for researching and in career development. According to the Basic Educational Curricular B.E. 2544 (Academic Department, 2545:1) English is assigned as the first compulsory foreign language in school. The English language achievement test results, however, revealed that the students could not do well in English. The Office of Secretariat of Educational Council, Ministry of Education reported that the English language achievement of the students in the basic educational level was lower than expected. The results of National Test (NT) of these students in every subject area were lower than 50 percent, except for Thai language, which is at the level of 50.72 (Sombat Noparak, 2549).

The English NT results of Matayom 3 students at Prompinitchaiburee School, Phatthalung Province for the year 2006 and 2007 were at 24.76 and 29.78 percent which were lower than the national average of 30.85 percent. This low achievement might be due to several factors. At the national level, the problems of insufficiency of teachers and teachers in specific subject area of English, inappropriateness of national or school curricular as well as an incompatibility of assessment methods and procedure might be responsible for this unsuccessful learning achievement. At the school level, the problems were insufficiencies of teachers in some specific subject areas, inappropriate assessment methods and the teaching and learning procedure which may not be in accordance with the learners' needs, their interest or their local context. These problems might be the causes of low achievement that might in turn result in weariness, lack of motivation, insufficient skills and lack of self-sufficiency in learning among students.

In education, reading is the best tool for exchanging information in daily life and for learning. Reading is a means of readers and writers to communicate. A successful reading is when the reader can thoroughly comprehend what he/she has read. Widdowson (1978) states that comprehension is the main aim for reading and four most important components for successful reading comprehension are reader's linguistic competence, nature of the reading text, positive attitude toward reading and a good reading habit. A very good way to establish a good reading habit for learners is to help them comprehend what they have read. The questioning technique employs several types and levels of questions to motivate learners to expect or predict what to be learned or found from the reading passage. In asking and answering the prompt questions or their own questions, learners read for meanings and with purposes. They are naturally involved in what they are reading or even enjoy it. The

questioning technique also helps teachers to assess how much learners learn from or understand the reading text. As for the learners themselves, while reading with the questioning technique, they can practice making questions and getting the answers for their own questions. At the same time, they develop their thinking skills and motivate their autonomy in learning. In fact, the reading habits and autonomy in learning play a very important role for a success in reading comprehension. The very first step to establish reading habits should start in children at a really young age. Children should be trained the library habits, which means that they feel like to go to the library to read not because they are told to or they are assigned to study or to read. Darakarn Tankrongchan (2545) states that building reading habits is the ultimate goal for the reading lessons or reading classes while the ability to comprehend what has read and enjoyment in reading are the means to that goal. In other words, love for reading and good reading habits are ultimate goals so that learners can use these long-term appreciation and reading habits in their future research and study. With these long-term goals, the Thai government has designated the B.E. 2552-2562 as the “National Reading Decade” for promoting reading and activities to support the good reading habits for Thai people.

A number of educators suggested that students be trained to be autonomous learners so that they can take responsibility on their own learning in any academic areas. With regard to the importance and significance of reading and reading habits for academic purposes, the researcher as an English language teacher has conducted this action research to support her learners to be good readers and the autonomous learners using the reading techniques that focus on learners’ needs and interest. The questioning technique is believed to encourage learners to think deeply about what are reading and therefore understand the contents of the reading texts more thoroughly.

2. Objectives

The purposes of this action research were to determine the effectiveness of the reading activities using the questioning technique on reading comprehension ability and investigate the reading habits of the students before and after the treatment. It also investigated the reading and self-directed learning behaviors of the students after the treatment. This study, therefore, was conducted to:

1. compare the reading comprehension ability of the students before and after learning from the Questioning Technique

2. compare the students' reading habits before and after the reading treatment
3. study the student reading and self-directed learning behaviors after the treatment

3. Scopes of the study

The study was a one group pre- and post-test experimental design. The data collection comprised pre-test, treatment, and post-test. Prior to the treatment phase, the subjects were administered a reading comprehension pre-test so as to assess their English reading ability before the treatment. The subjects were then instructed by the researcher using the questioning technique for reading comprehension for thirty hours in fifteen weeks. After the treatment session the identical post-test, a 20-item reading habit questionnaire and a 10-item reading behavior questionnaire constructed by the researcher were administered to the students to assess the students' reading ability, their reading habits and behaviors after the treatment.

4. Research Methodology

This section describes research samples, research instruments and data collecting procedure.

4.1 Research Samples: The samples were a class of 35 Mattayomsuksa 3 (grade 9) students purposively selected from two classes of approximately same English proficiency level students who were taking the fundamental English course in the first semester of the 2009 academic year at Prompinitchaiburee School, Phatthalung.

4.2 Research instruments: Research instruments comprised an experimental instrument of 15 teaching materials and teaching plans and the data collecting instruments of reading comprehension of an identical pre- and post-test, questionnaire asking for the students reading habits and a questionnaire asking for the students' learning behaviors.

4.2.1 The experimental instrument: Fifteen teaching materials and teaching plans covering 45 reading texts and activities. Each plan comprising 3 short reading texts was taught for two hour. The reading texts were taken from commercial reading texts and other printed sources relevant to the students' interest and their everyday life activities. The reading included the topics of People, Types of media, Cartoons, Animals, Labels, Signs,

Experiences, Countries, What's up!, Folktales, Things you should know, News, Legends, What's on Earth! and Places.

The learning activities in each plan were divided into two parts of reading comprehension using the questioning technique. The first part was done with the teacher and the second part was an independent reading for practicing reading and the questioning technique in an independent reading.

In the first hour, the students were trained by the researcher in reading three short reading texts using the questioning technique. The lesson comprised three stages of:

1. Answering a gist question: the students answered a gist question given by the teacher to draw students' attention and interest to the target reading text.

2. Asking question and looking for the answer while reading: the students were working in a group, making one question using the wh-question word (Who, What, When, Where, Why and How) assigned randomly for each group and looked for the answer to that question. (See Appendix A for the sample questions made by students.) Students then compared their question with those provided by the teacher. A different question word will be assigned for each group in each of the three reading text.

1. Answering detailed comprehension questions: the students are required to answer 6 comprehension questions prepared by the teacher to check their reading comprehension. The answers could be written in short or note forms.

In the second hour, the students were allowed to read independently. Before the independent reading, the teacher reminded the students on the questioning technique by having them read one short paragraph of approximately 15 sentences. In a group, students made up one question using any of the question words and shared their question on the board. Questions will be categorized by types and purposes of the questions. Students then looked for the answers and check the answers. After that students were allowed to read independently. They could read any books and as many books as they could from the collection of booklets of different topics and within different levels of difficulties provided for them in the English Corner. In the independent reading session, students could use a dictionary or discuss with other students about the book they read or the word they did not

know. After finishing each booklet, students were required keep a reading log, noting down what they had read about and how they liked it. They could note in Thai or in English.

4.2.2 The experimental instrument: There were 5 sets of instruments for data collection

1. The identical pre-test and post-test constructed by the researcher were used to test the students' reading comprehension ability. It comprised 30 multiple-choice type questions asking for the reading comprehension questions at the levels of literal, interpretation, and inference.

2. The 5 rating-scale type questionnaire ranging from most agreeable to least agreeable was used to compare the students' reading habits before and after the experiment. It comprised 20 questionnaire items.

3. The 5 rating-scale type questionnaire ranging from most agreeable to least agreeable was used to investigate the students' reading behaviors after the experiment. It comprised 10 questionnaire items.

4. The reading logs were designed for students to note what they had read, amount of reading and amount of time spent for the independent reading activities in the second hour in class. There were 15 reading logs for the 15 teaching plan.

5. The statistic record of the students' frequency of use and amount of time they spent in the Reading Corner was administered by the teacher.

4.2.3 Data collecting procedure: the study was conducted for fifteen weeks in the first semester of the 2009 academic year at Prompinitchaiburee School, Phatthalung. The pre-test for reading comprehension and the reading habit questionnaire were conducted during the first week of the experiment. At the end of the experimental phase, the post-test for reading comprehension, the reading habit questionnaire and the reading behavior questionnaire were administered. The other two data collecting instrument of reading logs and record for attending the Reading Corner were collected weekly during the experimental phase. All collected data were calculated for percentage, arithmetic mean, standard deviations and a paired sample t-test was performed to compare the results.

5. Results of the study

The results of this study will be presented in 5 areas as follows.

5.1 The students' overall reading comprehension ability after learning with the questioning technique was significantly higher than before the treatment at a 0.01 level. In details, the students' reading comprehension scores of the pre-test ranged from 10 to 27 with an arithmetic mean of 5.20 ($X = 5.20$, $S.D. = 2.720$) while the post test scores ranged from 11 to 27 with a mean of 18.74 ($X = 18.74$, $S.D. = 4.003$)

Table 1: Overall Reading Comprehension Ability of the Students before and after Learning with the Questioning Technique

Test	Total Scores	Maximum	Minimum	Mean	S.D.	t-values
Pre-test	30	10	2	5.20	2.720	25.691**
Post-test	30	27	11	18.74	4.003	

*Significant at a 0.01 level

5.2 The students' reading habits after learning with the questioning technique was significantly higher than before the treatment at a 0.01 level (Table 2). That is before learning with the questioning technique the students' reading habit was rated at a disagree level ($X = 2.27$, $S.D. = .461$) while their reading habits were ranked at an agree level ($X = 3.6360$, $S.D. = .32513$) after the treatment. (Refer to the criteria for rating scale interpretation in Table 3).

Table 2: Reading Habit of the Students before and after Learning with the Questioning Technique

Questionnaire	No.of Respondents	No.of Questions	Mean	S.D.	t-values
Before treatment	35	20	2.2720	.461	19.019**
After treatment	35	20	3.6360	.325	

** Significant at a 0.01 level

Table 3: Criteria for Rating Scale Interpretation

Ranges of Means	Levels of Agreement
5.00	Strongly agree
3.51- 4.50	Agree
2.51- 3.50	Averagely agree
1.51- 2.50	Disagree
1.00- 1.50	Strongly disagree

5.3 Upon completing 30 hours of reading comprehension lessons using the questioning techniques, the students reported their reading behaviors according the five rating scales at a high level ($X=3.72$, S.D.461) The students' reading behaviors were shown in Table 4

Table 4: Students Learning Behaviors after the Experiment

Item	Reading behaviors	Mean	Level of agreement
1	I also read books at other places like Home and the library (apart from the English Corner.	3.71	Agree
2	I can read English books fluently.	3.26	Averagely agree
3	I can finish the book on time and Sometimes before the time assigned by the teacher.	3.69	Agree
4	I usually read the book assigned by the teacher before the time and that give me more time to read other books.	3.29	Averagely agree
5	I read other materials apart from books, such as notice and others.	3.63	Agree
6	I usually read a book without being told to and I enjoy reading it to my own.	3.66	Agree
7	I can quickly read and understand the book I read.	3.69	Agree
8	I feel upset when I cannot find any books to read even in a few days.	3.86	Agree
9	I enjoy reading books even without any assignment or marks.	3.77	Agree
10	I read more books than what is assigned by the teacher.	3.71	Agree

5.4 Students' reading behaviors obtained from the 15 reading logs in which the students noted what they had read, the amount of reading and time spent for the independent reading activities in the second hour in class revealed that the students had done well and faster in their own reading activities. Of all 15 hours of independent reading, the number of students who could read faster and more than what they were assigned to read increased gradually in almost every week from 37 percent in the first week to 89 percent in the fifteenth week. In some weeks such as the fifth, sixth and seventh the amount and speed of reading dropped quite markedly. From the observation of the researcher, it was because these students had to attend to the school and provincial sports activities and so they were too tired for the learning activities. Another reason for the decrease of the reading might be that the students had to spend time on writing in the reading logs (Table 5).

Table 5: Percentages of Students who could read faster or more than what assigned for them in hour

Learning Plan	Percentage	Learning Plan	Percentage	Learning Plan	Percentage
1	37.14	6	62.86	11	74.29
2	45.71	7	68.57	12	80.0
3	62.86	8	71.43	13	85.71
4	77.14	9	71.43	14	85.71
5	57.14	10	74.28	15	88.57

5.5 Students' reading behaviors as obtained from the statistic record of the students' frequency of use and amount of time they spent in the English Corner administered by the teacher showed that 57 percent of the students attend the reading corner more frequently every month from the beginning till the end of the experiment period

Table 6: Percentage of Students Attending the Reading Corner out of Class Time

Months in 2009	Total no. of students	No of students attending the Reading Corner	Percentage
June	35	19	54.29

July	35	22	62.86
August	35	17	48.57
September	35	25	71.43

6. Discussion

Results to the research question number one of the present study showed that the students' overall reading comprehension ability after learning with the questioning technique was significantly higher than before the treatment ($p < 0.01$). The questioning technique helped establish a better reading comprehension ability of 35 Mattayomsuksa 3 students taking the fundamental English course in the first semester of the 2009 academic year at Prompinitchaiburee School, Phatthalung. There are several reasons for this progress. Firstly the reading process of pre, while and post questioning activities used in the questioning technique follows the Meta-cognitive Theory that posits that learners can learn better if they are aware of their own learning objectives and employing the thinking process and strategies to seek for answers while learning. The learning process in the questioning technique encourages students to set their own interest and expectation for reading. The gist question given by the teacher before the reading stage motivates the learners to be aware of their own reading objectives. Harris and Sipay (1990) support that asking the questions before the reading process is a cognitive process in learning that makes the learner aware of their own leaning. The priming question helps them set their own learning objectives and plan for their own learning process. This reading process will in turn help them to read faster.

The questions made by the learners themselves while reading allow students to employ their thinking skills and strategies for learning. While asking questions and seeking for the answers, learners are more active in reading and learning. They are more aware of their own learning process, knowing where to look for the answers. The stage of asking and looking for the answers by the students is the activity done in a mixed ability group of students. The researcher observed that the way students learned from and shared with fellow classmates in the group activity made them learn better and faster. They brainstormed, shared ideas and helped in the learning process and this made them make more questions and finish their task faster. The questions given by the teacher after the reading stage are aimed at consolidating a clear and overall comprehension of the reading text. When answering the questions given by the teacher, students worked well together in groups. They were more relaxed and less afraid of grammatical and language difficulties and errors.

Regarding the reading habits being asked in the research question number two, results showed that the students' overall view towards their reading habit and self-directed learning are significantly higher after learning reading with the questioning technique. This may result from the fact that the learning process of the reading technique and the learning activity done in a group where learners learn from and help each other in the learning process created a supportive and relaxed learning atmosphere. Learners were more eager to learn and enjoyed the learning activities. The independent reading in the second hour of each week activity gave learners a chance to apply the questioning technique trained to them in the first hour in individual reading when they could choose to read any books of their own interest. The reading log activities that required the students to note down key information of the book they had read help consolidate the skills of reading for main ideas and supporting details. Pannee Katkamon (2546) found that reading through the questioning technique urged learners to think critically about what they read and this in turn encouraged them to read for clearer and better comprehension. In the present study learners were allowed to note what they had read in the reading log activity in either Thai (L1) or in English (L2). This encouraged more sense of achievement in their reading in the learners. They found the reading process more pleasant and enjoying so they read more. Moreover, the availability of varied topics and books at different levels of difficulty with colorful and pleasant pictures and illustrations made the students feel more like to read. Students were encouraged to read more and they could read faster. The more the students read, the more they learned about the language, and the better reading skills were established. Nuttall (1989) notifies that readability and suitability of content are important components in providing reading recourses to encourage independent or extensive reading to establish good reading habits among learners. If learners can understand and enjoy what they read in a pleasant environment, they will be happy to read. The more they read the better reading skill they develop and they learn more from what they read.

Reading both in L1 and L2 makes a person successful in their learning, their career and even in their living. The good habit of reading should be encouraged not only in class but also out of class. Students should be encouraged to read independently at home or anywhere and at anytime. With the good reading habit, once established in learners, they will last forever and they will be with learners for life-long learning.

The results of the research question number three asking for the reading behaviors of the students after being trained with the reading technique of questioning reveal that the

students can read and understand what they have read better and faster at a high level ($X = 3.66$, $S.D.=.764$) and they enjoyed their reading at a high level ($X = 3.69$, $S.D.=.718$). Information from the notes or summaries of what the students read which was recorded in the reading logs in Hour 2 of the weekly reading activities show that students could read faster and more effectively. They could read more than one book as assigned by the teacher. They also put that they could read faster and enjoyed reading more. They read with more confidence, interest and purposes. The more they read, the more their language skills and knowledge has been developed. Bamford and Day (1998) advocate that with a pleasant and extensive reading students are more convinced to read. A large amount of reading within one's individual interest helps enhance the reader's reading habits and develop their language skills in both a short term and long term. It's essential that extensive reading be implemented in both classroom learning activities and in students' own time to establish positive attitudes and good reading habits among learners (Suchada Chaiwiwatrakoon, 2544).

A variety of different topics and the attractive physical appearance of books with colorful pictures is one of the attractive factors for encouragement for reading. (Lovelock, 2002). Other facilitating supplements such as dictionaries and a variety of pleasant reading activities should be provided to convince reading in the reading corner.

In conclusion, the questioning technique employed in the present study was found to significantly enhance the learners' reading ability and develop their learning and thinking skill. It also established the students' positive reading habits and behaviors. These reading achievement, reading habits and behaviors are hoped to be established in the learning repertoire for their life-long learning and working in the future.

7. Recommendations for Further Studies

Based on the research findings of this study, some recommendations for a more effective practice in teaching and learning reading by using the questioning technique to enhance reading comprehension and an independent reading are made as follow.

7.1 Teachers should survey areas or topics of interest of the students so the appropriate reading materials are appropriately selected for use in the learning activities in class and as supplementary reading materials that students will read independently. This will make reading more pleasant and enjoyable learning activities for students. In this way, the reading proficiency and positive reading habits will be established in the student's life-long learning.

7.2 Data gained from the reading logs, students suggested that other language skills such as speaking and listening should be practiced during the period of independent reading in Hour 2. For example, students may tell the story they have read to their friends alternatively with writing a summary. The students also suggested that it would be more beneficial if they were required to ask their own questions and look for the answers in the independent reading period, too.

7.3 The independent reading activities (in Hour 2) should be reinforced so that the students are more convinced to read in their free time and this will encourage other students to join the independent reading. This can be done in an extra-curricular activities or school activities such as a reading and reading aloud competition, the great readers of the month and so on. Rewards can be used as motivating means to draw more students to read. At the same time more books should be provided in the English Reading Corner.

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Appendices

Appendix A

Reading Habits and Self-directed Learning Questionnaire

Items	Description	Levels				
		5	4	3	2	1
1	I like to borrow or buy new English books					
2	When I go to a book shop, I go to the English Corner.					
3	I like it when I see someone reading English books or texts to me.					
4	I like to read advertisements, brand of goods, names of goods and labels in English.					
5	I always read printed matters or English books by myself.					
6	I always read books without being forced to.					
7	When someone talks about good English books, I'll try to get them to read.					
8	I like to read English books, although I don't know the meaning of some words.					
9	I do not like it when I hear someone says that he/she has no time to read.					
10	I like to read for pleasure, such as cartoons, tales, short stories, myths, news, and documentaries, etc.					

11	Although I am busy with my homework, I still can find some time to read.					
12	I like to collect good books so and I can re-read them.					
13	I can suggest titles of English books to my friends.					
14	I usually feel happy in reading.					
15	I feel unhappy if I haven't read books for many days.					
16	I always read books in my free-time or when I feel relaxed.					
17	I always spend time for reading while I am waiting for something,					
18	Whenever I have a chance, I will read, no matter what the place is.					
19	I often invite my friends to read in the English corner or in the library.					
20	I like it when my friends spend their time reading.					

Appendix B

Students' Leaning Behaviors Questionnaire

Item	Reading behaviors	X	Level of agreement
1.	I also read books at other places like home and the library (apart from the English Corner)		
2.	I can read English books fluently.		
3.	I can finish the book on time and sometimes before the time assigned by the teacher.		
4.	I usually read the book assigned by the teacher before the time and that give me more time to read other books.		
5.	I read other material apart from books, such as notice and others.		
6.	I usually read a book without being told to and I enjoy reading it on my own.		
7.	I can quickly read and understand the book I read.		
8.	I feel upset when I cannot find any books to read even in a few days.		
9.	I enjoy reading books even without any assignment or marks		
10.	I read more books than what is assigned by the teacher.		
	Total		

Appendix C

The Reading Comprehension Pre- and Post-tests

English Reading Comprehension Test

Directions

1. This is the multiple choices type test with four alternatives
2. The test comprises 11 pages of 30 tests items, 1 mark is assigned for each item.
3. Mark: 30
4. Time: 1 hour
5. Write all the answers on the answer sheet

Example:

1.1 What is the capital of Thailand?

- a. New York
- b. Mexico City
- c. London
- d. Bangkok

1.2 The nurse works in the ...

- a. railway station
- b. hospital
- c. hotel
- d. police station

Items	a	b	c	d
1.1				X
1.2		X		

Read the following text and answer the questions by choosing the best answer.

Sutee went to the annual sports day with his classmate last Saturday. They played many games and Sutee won the first prize for the most interesting costume. Everyone had lots of fun. There were many things to eat such as roast chicken, spaghetti and of course, cake and ice cream.

Adapted from: NT test, 2008

1. What does the passage tell you about the sports day?
 - a. Sutee got a prize for winning a race.
 - b. Sutee was dressed in a costume.
 - c. There were only a few guests.
 - d. They got a fan as a prize.

Read the passage and answer questions by choosing the best answer. (Items 2-3)

Sarah went to her school's annual Christmas party. As soon as she arrived she saw a beautifully decorated Christmas tree with a shining star at the top. The school hall was decorated in red and green to suit the occasion and everyone there was dressed in white to match the snow flakes. The Christmas music playing in the background really added to the holiday atmosphere.

Adapted from: NT test, 2008

2. Where was the party held at the school?
 - a. The theatre
 - b. The canteen
 - c. The cafeteria
 - d. The playground
3. What does the passage tell you about?
 - a. There were some film stars at the party.
 - b. The school party is held every year.
 - c. Sarah went to the party with her family.
 - d. Sarah wore a red and green outfit.

Read the story and answer questions by choosing the best answer. (Item 4)

The Foolish Dog

A dog once took a large piece of meat from a meatshop. The shopman did not give it to him. The dog took it himself. The bad dog ran away with the meat between his teeth. He ran fast, because he did not want the man to catch him and take the meat away from him.

On his way home he came to a canal. Over the canal there was a bridge. The dog wanted to get to the other side of the canal, so he went to the bridge. When he was on the bridge he looked into the water. Of course he saw himself there with a piece of meat in his mouth. But he did not say to himself: "That is myself in the water". He said to himself: "Oh no! That is another dog with a fine piece of meat. I want that meat for myself, and I will have it too."

Then he open his mouth to take the other piece of meat. Of course, when he did so, his own piece of meat fell into the water, and so, instead of two pieces for himself, the foolish dog got none.



From: IDEA Language Vol. 202 Nov, 2007

4. Why did the dog run very fast?
- To chase another dog away.
 - To get another piece of meat.
 - To get away from the shopman.
 - To get home before getting dark.

Read the following information and choose the best answer. (Items 5-6)

Some people don't like China. They find all the store and streets are too crowded. They think that the city is too noisy and the buildings are confusing. However, it is these things that make China such an exciting and interesting city.

Adapted from: NT test, 2004

5. What is the main idea of this passage?

- a. China is too crowded.
 - b. China is a very noisy city.
 - c. China is a very confusing city.
 - d. China is an exciting and interesting.
6. Some people don't like China because there are _____.
- a. a lot of stores
 - b. many buildings
 - c. too many people
 - d. exciting and interesting things to do

Read the following text and choose the best answer. (Items 7-8)

The Important of Exercise for children

Joseph is eight years old. In the fall, he plays on a roller hockey team. He practices every Tuesday and Thursday afternoon and has a roller hockey game every Sunday morning. In the winter, Joseph plays basketball. His team practices one evening a week. They have a basketball game every Saturday morning. In the spring and summer, Joseph plays baseball. His team has a game twice a week and practices at least once. It is easy to see that Joseph is very active after school.

Themes for Today, page 67

7. In the autumn, Joseph practices _____ a week.
- a. once
 - b. twice
 - c. three times
 - d. four times
8. From the story, it can be concluded that Joseph is _____
- a. lazy
 - b. old
 - c. busy
 - d. handsome

Read the job advertisement and choose the best answer. (Items 9-10)

ENV ® ENV AESTHETIC CENTER

Our newly established company, a luxury aesthetic center in the heart of Bangkok, owned and managed by Dr. Porndech (Jack) Sucharom is looking for service minded staffs with good personality and the ability to understand and serve the need of the clients at the highest standards.

Positions:

1. Nurse: 2 positions
2. Treatmentner: 8 positions
3. Customer Relation: 1 position
4. cashier: 1 position
5. Accounting Office: 1 position

Requirements

- Female, age 22-28 years old
- Diploma or higher in any related field
- Service minded attitude and good communication skills
- Pleasant personality with good appearance
- Beauty clinic experience is performed

* Please submit your application letter, one clear-face photo, resume and other related documentations and expected salary to...

ENV Aesthetic center (HR Dept.),

21/17 Sukhumvit 18, Klongtoey, BKK. 10110

Call 081-91240923 or via e-mail: envrecruitment@gmail.com

9. How many positions does ENV center need?

- | | |
|----------|-------------|
| a. Five | c. ten |
| b. Eight | d. Eighteen |

10. Dr. Porncha Sucharom _____.

- a. has a problem with his heart
- b. is the owner of ENV center
- c. is a client of ENV center
- d. is in his twenties.

Choose the best answer following the signs below. (Items 11-13)

11. From this sign, which is correct?



- a. You can drive a car in 50 minutes an hour.
- b. You can take 50 people with in your car.
- c. You can make your speed more than 50 kilometres an hour.
- d. You can make your speed not more than 50 kilometres an hour

12. What does this sign stand for?



- | | |
|----------|-----------|
| a. baht | c. dollar |
| b. pound | d. pence |

13. Where can you see this sign?



- | | |
|-----------------------|------------------|
| a. In the school | c. In the street |
| b. In the public park | d. In the hotel |

Read the timetable of TV. Channel programs and choose the best (Items 14-16)

The TV. Channel programs

05.30 Muslim program	13.00 Design
06.00 Early Morning news	14.00 Music Home
06.30 Namjai Siyen/Exercise Program	15.00 News
07.00 Acgriculture Program	16.00 Variety Show
08.00 Foreign Documentary	17.30 Folk Theatre: Bangkok Soi 9
08.30 Modern 9 Comics	18.30 Children's Theatre
09.00 Stock Market News	19.00 Games Totsakan
10.00 TV 9 Theatre (Hollywood)	20.30 News
12.00 News	21.00 Top Ten
12.30 20 Questions	22.00 TV 9 Sports

From: Nation Junior: November, 2005.

14. Which program is provided for farming promotion? _____.

- a. Agriculture programme
- b. Stock market News
- c. TV 9 sports
- d. Local series

15. Which kind of progame is most prequent? _____.

- a. News
- b. local series
- c. 1 and 2
- d. Children's program

16. This is _____.

- a. the movie program
- b. TV. Program
- c. the radio program
- d. the program of the theatre

Read the information about the show and choose the best answer. (Items 17-18)

The Great Moscow Circus

Indoor Stadium, Ramkhamhaeng Road

A total of 15 acts perform in the show with a star-studded cast including more than a dozen Syberian tigers, Russian brown bears, Chimpanzees, flocks of birds and even teams of acrobatic dogs.

Until Nov 13

Telephone: 02-748-7025-29

17. The circus is the _____
- a. sports show
 - b. animal show
 - c. star show
 - d. magic show

Read the chart of WEATHER FORECAST and choose the best answer. (Item 19)

WEATHER FORECAST



North	CENTRAL	SOUTH	NORTHEAST
Min 19° C	Min 25° C	Min 23° C	Min 8° C
Max 39° C	Max 38° C	Max 39° C	Max 18° C
Hot during the day.	Morning fog, hot.	Cloudy with widely	Cold overnight
Morning fog.	Light southeast winds.	scattered thundershowers.	with morning fog
		Easterly winds 15-30 kph.	
		Wave height 1 metre	

19. How is the weather in the south of Thailand?
- a. It is sunny and foggy.
 - b. It is cloudy and rainy
 - c. It is cold, sunny and foggy.
 - d. There is some rain with morning fog.

Read the poem and choose the best answer. (Items 20-21)

FISH?

The little fish eats the little fish,
The big fish eats the little fish,
So only the biggest fish get fat,
Do you know any folks like that?

20. “The little fish eats the tiny fish, The underlined word “tiny” means _____.

- a. small
- b. large
- c. enormous
- d. very small

21. We can compare this poem with _____

- a. the powerful people who usually treat the weak ones like that.
- b. strong people who are always treated like that.
- c. the big fish that can live safely in the world.
- d. the fair for people who are weak.

Read the brochures and choose the best. (Items 22-24)

SIAM TRAVEL

“Super Saver Package”

4 Days/3 NIGHTS SHARING TWIN ROOM

SINGAPORE	8,000
HONGKONG	11,000
BALI	11,950
KUALA LUMPUR	10,800
OSAKA	20,850
KAOSIUNG	13,500
HO CHI MINH	9,900
BRISBANE	18,500
MELBOURNE	18,500

TEL: 0-2236-4041, 0-2238-4099, 0-2237-9435-6

FAX: 0-2237-9435

TRAVEL HOLIDAY**DAILY DEPARTURE**

4 DAYS Hotel + AIRTICKET R/T

HONGKONG	11,800
SINGAPORE	9,800
KUALA LUMPUR	9,200
PENANG -	
GENTING CASINO	8,300
YANGON-BURMA	9,800
HOCHIMINH	9,900
BEIJING	13,400
BALI	12,900
HONGKONG-BALI/ 5DAYS	17,900
SINGAPORE-BALI/ 5 DAYS	15,500

JETT COMPANY LTD. (24 Hrs. Service)

2098/688 Ramkhamhaeng Rd. Bangkok 10240

Tel. 0-2300-1327,0-2300-1329 fax: 0-2300-1327

22. What is the price of Travel Holiday included?

- | | |
|--------------|------------------|
| a. Hotel | c. Meals |
| b. Airticket | d. Meals & Hotel |

23. To what city do the travel agencies cost you the same price?

- | | |
|-----------------|--------------------|
| a. To Singapore | c. To Kuala Lumpur |
| b. To Hong Kong | d. To Hochiminh |

24. How often does Travel Holiday leave Bangkok?

- | | |
|------------------------|------------------|
| a. Every 4 days | c. Every day |
| b. The fourth of month | d. Not mentioned |

28. It is _____

- a. near the road
- b. among the buildings
- c. not far from the city
- d. not expensive

Read the following information below and choose the best. (Items 29-30)



Capricorn

(Dec 22-Jan 19)

Stop thinking about the person who is obviously no interested in you. A friend/relative has just left after staying with you, and you're relieved. A secret is causing you problems. Why not tell somebody about it?

Adapted: Student Weekly: 2 April, 2006

29. This extract is a _____

- a. telescope
- b. suggestion
- c. horoscope
- d. lucky teller

30. What will happen to someone who was born in Capricorn?

- a. His/her relationships will be staying with.
- b. A friend will be staying with.
- c. He/she will have got an accident.
- d. He/she will be terrible with the problems.

End of the Test

Appendix D

Lists of Students' questions

Work sheet 1/1 “A day in life of OJ Mayo”

1. Who is OJ Mayo?
2. What does OJ Mayo want to be?
3. When does he wake up every day?
4. Where does OJ do basketball practice?
5. Why does OJ work hard?
6. How many friends has OJ got?

Work sheet 1/2 “Pen Friend”

1. Who has got a letter?
2. What is the letter about?
3. When does the school start?
4. Where does Pedro live?
5. Why does Pedro write to Steve?
6. How does he go to study?

Work sheet 1/3 “ LIFE STORIES: Pamela and Diego”

1. Who came from Argentina?
2. What did Diego's family do?
3. When did Diego go to France?
4. Where was Pamela from?
5. Why did Diego go to France?
6. How did Pamela and Diego meet?