The study of questioning effects on EFL reading comprehension under different class settings forms the main purpose of the present study. The study was conducted to investigate the effects of different questioning methods on EFL reading comprehension. The study included two experimental groups and one control group. The experimental groups were asked to complete divergent and convergent questionnaires, while the control group was asked to complete a questionnaire. The findings of the study are as follows:

1. Divergent questioning method evidently enhances EFL reading comprehension for most participants.
2. Providing web-based class setting with multiple sensory stimuli to EFL students will improve their language learning.
3. EFL teachers are suggested to adjust questioning methods they adopt according to the topics of instructional materials.

Based on the findings, some pedagogical implications are provided:

1. EFL teachers in traditional class setting may ask questions as much as possible, especially, divergent questions.
2. EFL college students can comprehend English article efficiently. By learning under a web-based class setting, EFL learners appear to increase their motivation and confidence in learning.
3. Both convergent part and divergent part, web-based class setting is effective in improving EFL reading comprehension, and (3) EFL teachers are suggested to adjust questioning methods they adopt according to the topics of instructional materials.
REFERENCES


