The study of questioniog effects on EFL reading comprehension under different class settings

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ABSTRACT

The main purpose of the present study is to investigate the effects of different questioning methods on EFL reading comprehension under different class settings. and to learn about students' attitudes towards teachers' questioning and in-class discussion. The subjects, consisting of 43 English-majored sophomores at Da-Yeh University in Changhua County,were divided into a control group and fore treatment groups randomly. The instruments of data collection included comprehension tests and a questionnaire. The findings of the study are summarized as follows: (1)divergent questioning method evidently enhances EFL reading comprehension for both convergent part and divergent part,(2) web-based class setting is effective in improving EFL reading comprehension, and (3) most participants demonstrate positive attitudes towards web-based in-class discussion. 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) providing web-based class setting with multiple sensory stimuli to EFL students will improve their language learning, and (3) EFL teachers are suggested to adjuct questioning methods they adopt according to the topics of instructional materials. In conclusion, this study shows that with the aid of divergent questioning method, 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 English.

Keywords : teachers' questioning,class setting,web-based learning,EFL reading comprehension

Table of Contents

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