

## A PROPOSED MODEL FOR QUESTION GENERATION INSTRUCTION IN READING COMPREHENSION

Nguyen Thi Minh Loan\*  
School of Foreign Languages – TNU

### SUMMARY

The process of student question generation has been determined to be an important cognitive research strategy. It plays an essential role in independent learning. Especially, in reading comprehension, stimulating students to ask questions may increase their involvement in the text, which may improve their understanding. There is ample empirical evidence that students are able to ask good questions when they are well-trained in question generation. However, selecting a good model for question generation training has confused many teachers. Therefore, the article proposes the TeachQuest model by Ciardiello and a lesson plan for question generation training. The TeachQuest describes the teacher as the main agent, who structures the questioning training through direct instruction, modelling, reinforcement, and follow-up practice. The TeachQuest occurs in three separate but related stages. It follows the sequence of identifying, classifying, and constructing questions. The students of the lesson are first year English major students at the School of Foreign Languages (SFL). They are ranked at pre-intermediate level of English language proficiency. The author hopes that this model will be successfully applied to reading comprehension instruction at Thai Nguyen University.

**Key words:** *reading comprehension, questions, question generation, TechQuest, strategy training*

### INTRODUCTION

The process of student question generation has been determined to be an important cognitive research strategy [8]. It is assumed to play an important role in independent learning. Especially, in reading comprehension, stimulating students to ask questions may increase their involvement in the text, which may improve their understanding. Besides, outside the class, readers may get in touch with a lot of materials that do not have teacher- or text- initiated questions. Therefore, 'it is important for students to be able to generate their own questions in order to become independent readers. According to Ciardiello (1998), the ultimate aim of the teacher of reading is to enable the students to perform the task of producing and constantly reevaluating their own questions and to search for their own answers. There is ample empirical evidence that students can be trained to ask good questions and that such training leads to significant gains in learning and literacy [2], [3], [6], [8].

### RATIONALE OF QUESTION GENERATION TRAINING

This section represents the rationale of teaching the strategy of question generation. There are at least three reasons why the question generation strategy should be taught.

The first reason is that question generation has been referred to as a cognitive strategy. Ciardiello (1998) [2] claims that question generation is a cognitive strategy because the process of asking questions enhances comprehension through a focus on main ideas (content). Moreover, Palinscar and Brown (1984) [6] describe the cognitive process in terms of comprehension- fostering. As a comprehension- fostering cognitive strategy, question generation requires students to read the text to recognize main ideas, connect ideas, and therefore raise questions. It helps students to develop internal procedures that aid in deep processing of text.

The second reason is that question generation strategy has been also referred to as a metacognitive strategy. Palinscar and Brown (1984) [6] describe the metacognitive

\* Tel: 0916372662; Email: loanguyen.sfl@tnu.edu.vn

process in terms of comprehension-monitoring. As a comprehension-monitoring strategy, question generation serves as a form of self-checking to assess if the material is understood. Teaching students to ask questions may help them become sensitive to important points in a text and thus monitor the state of their reading comprehension. Inadequate or incomplete comprehension can be identified and resolved [12].

The third reason is that Wong (1985) [10] suggests that the schema theory is another basis for question generation. According to Carrel & Eisterhold (1983) [1], "comprehending a text is an interactive process between the readers' background knowledge and the text". Olson et al (1985) [5] claims that "there is a link between one's own knowledge or understanding of a topic and the ability to ask a question about it". According to them, questions function as a bridge between prior knowledge, what has been understood from a text, and what is about to be read.

In sum, researchers all consider questioning as one of the most useful strategies in reading comprehension. As a reading strategy, student questioning has been supported by strong empirical evidence that purports that instruction of question generation benefits reading comprehension [3], [6].

#### MODEL OF QUESTION GENERATION TRAINING

Ciardiello (1998) [2] develops one explicit instructional model, the TeachQuest, to train students to raise questions. The TeachQuest describes the teacher as the main agent, who structures the questioning training through direct instruction, modelling, reinforcement, and follow-up practice. The TeachQuest occurs in three separate but related stages. It follows the sequence of identifying, classifying, and constructing questions.

The TeachQuest model is proposed because of the following reasons. As Ciardiello (1998) suggests that in situations that call for firmer

classroom management and tighter time constraints, it would be advisable to use the TeachQuest model, where the teacher has stronger control of these elements [2]. Students with low-level of independence like the students in Vietnamese context will probably tend to prefer a structured questioning procedure such as the TeachQuest model.

#### APPLICATION OF THE MODEL

##### Subjects

The students of the lesson are first year English major students at the School of Foreign Languages (SFL). They are ranked at pre-intermediate level of English language proficiency. All of them have at least three years of learning English at secondary school, and one year studying English at SFL. They are at the beginning of the first term.

They have only two reading periods a week, so the time for them to practise reading skills is quite limited. In addition, through the investigation into the syllabus of the Department of English, it is found that few reading strategies instructions have been incorporated into the teaching reading. Especially, the cognitive strategy of question generation has not been taught to the students. As a result, they rarely ask questions during the process of reading.

##### Materials

The teacher selects three texts from '*Thoughts and Notions*' by Lee & Bushby (2000). The texts are chosen on the basis of the subjects' interest through the discussion between the teacher and students.

The lesson plan focuses on the three types of questions in Raphael and Pearson's (1985) study: Right there, Think and search, and On my own [13].

*Right there questions:* The answer is in the text. The words used to make up the question and words used to answer the questions are found in the same sentence.

*Think and search questions:* The answer is in the text, but students need to put together

different pieces of information to find it. The answer comes from different places in the text.

*On my own questions*: The answer is not in the text. Students can answer the question without even reading the text. The answer is based solely on their own experience and knowledge.

The reason for this choice is that these kinds of questions were successfully utilized in studies by Dermody (1988) [4] and Raphael & Pearson (1985) [7]. The research has proven that when students are taught to use the strategy, their ability to answer questions

correctly improves. These questions refer specifically to reading comprehension and more importantly, they emphasize the relationship between questions and the sources of answers, thus reflecting the relationship between the text and the reader [7].

**Lesson plan**

The following lesson plan is used to teach *Right there*, *Think and search*, and *On my own questions*. These types of questions are trained according to the sequence: identifying, classifying, and constructing questions.

<ul style="list-style-type: none"> <li>- Sessions: 3</li> <li>- Time: 3 periods (50 minutes/ period)</li> <li>Two 5 minute breaks</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Handouts of texts (<i>Lacrosse, Puffer Fish, Sumo</i>)</li> <li>- Cue cards of three types of questions</li> <li>- Worksheets</li> </ul>	<p><b>Objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>- Know how to ask <i>Right there, Think and search, and On my own questions</i></li> <li>- Answer <i>Right there, Think and search, and On my own questions</i>.</li> <li>- Explain their reasoning when answering <i>Right there, Think and search, and On my own questions</i>.</li> <li>- Practise generating <i>Right there, Think and search, and On my own questions</i> independently.</li> </ul>
--	--	---

Time	Procedure	Purposes
<b><i>Training generating Right there, Think and search, and On my own questions (3 periods- 150 minutes)</i></b>		
<b><i>Period 1(50 minutes)</i></b>		
<b><i>Stage 1: Identifying Right there, Think and search, and On my own questions</i></b>		
5'	Explain the purposes and values of question generation in the class by presenting the cognitive and meta-cognitive nature of student questioning	Raise the students' awareness of question generation
5'	Provide an overview of the activities of the whole training	Let the students know the content as well as organization of the training
10'	Introduce the classification of questions by Raphael and Pearson (1985): <i>Right there, Think and search, and On my own</i>	Help the students know the classification of questions by Raphael and Pearson
5'	Explain the meaning of the term <i>Right there, Think and search, and On my own questions</i>	Help the students know the definitions of different kinds of questions
5'	Provide some key words (cue cards) that are associated with <i>Right there, Think and search, and On my own questions</i> .	Help the students generate questions easily

<b>Cue card</b>		
	<p><b>Right there questions:</b> <i>Who is, where is, when is, how many, when did, name</i></p> <p><b>Think and search questions:</b> <i>Summarize, what caused, contrast, retell, how did, explain, find two examples, for what reason, compare</i></p> <p><b>On my own questions:</b> <i>How do you feel about, recall when you, how would you do, what do you know about</i></p>	
10'	Offer review exercises in which the students demonstrate ability to recognize <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions from array of questions the text, "Lacrosse", and corresponding answers	Strengthen the students' ability of recognizing questions
10'	Ask the students to explain their reasoning for identification of the questions and answers. Offer immediate, corrective feedback. Move to next phase of training when assessing that the students can identify <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions	Raise the students' awareness of question generation
<b>Period 2 (50 minutes)</b>		
<b>Stage 2: Classifying Right there, Think and search, and On my own questions</b>		
25'	Have the student read text "The Puffer Fish" with array of sample questions including those representing the three types of questions Have the students identify <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions among them	Help the students differentiate types of questions and their uses
10'	Have the students identify the common characteristics of the listed <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions	Help the students know the characteristics of different types of questions
15'	Ask the students if they had difficulty classifying <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions. Obtain the student input regarding the need for extra review or for movement to next stage	Develop the students' meta-cognitive strategy
<b>Period 3 (50 minutes)</b>		
<b>Stage 3: Generating Right there, Think and search, and On my own questions</b>		
5'	Model how to generate <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions in the first paragraph of the text about Sumo, using think-aloud technique	Let the students imitate the teacher's question generation through "think-aloud" technique
10'	Explain the reasoning why these questions were asked	Help the students understand the process of generating questions
10'	Direct the students to construct <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions as they read the next paragraph of the text "Sumo". The students use worksheets that require them to write down: generated questions, answers, explanation of their process of answering questions, and problems in generating questions	Control the students' question generation before they move to the independent stage

	Observe each student and provide further explanation about the procedures and encourage the students to participate in the activity	
15'	Ask the students to continue generating <i>Right there</i> , <i>Think and search</i> , and <i>On my own</i> questions about the next paragraphs and also complete the worksheets. Upon completion, ask students to work in groups of three to ask each other and compare questions within each group. Have students actively involved in the discussion, particularly if there are any disagreements, encourage students to explain their rationales and work together to come to a consensus Provide immediate, corrective feedback. Further practice should be provided for them if necessary	Help the students master the strategy
5'	Have the students review the three types of questions	Reinforce the students' strategy use
5'	Encourage the students to evaluate the benefits of the strategy in reading. Also, their own difficulties should be mentioned in every discussion.	Raise the students' awareness of question generation and their meta-cognitive strategies

CONCLUSION

It is expected that the question generation strategy will be trained at the School of Foreign Languages in order to help the students possess a valuable tool in learning in general and in reading specifically. The strategy of question generation is very useful; however, it must be taught very carefully and start as early as possible. It is not enough to teach them how to ask questions but to ask significant questions. It is intended that the preliminary procedures outlined in this article serve as a starting point for future Vietnamese researcher who wish to investigate the effects of self-questioning in teaching reading comprehension.

REFERENCES

1. Carrell, P. L. & Eisterhold, J. C. (1983), "Schema Theory and ESL Reading Pedagogy", *TESOL Quarterly*, 17, pp. 553-573.  
 2. Ciardiello, A. V. (1998), "Did you ask a good question today? Alternative Cognitive and Metacognitive strategies", *Journal of Adolescent & Adult Literacy: ProQuest Education Journals*, pp. 42, 43;  
 3. Davey, B & Mc Bride, S (1986), "Effects of Question Generation on Reading Comprehension", *Journal of Educational Psychology*, 78, pp. 256-262.

4. Dermody, M. (1988), *Metacognitive Strategies for Development of Reading Comprehension for Younger Children. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education*, New Orleans, L A.  
 5. Olson, G.M., Duffy, S.A., Mack, R.L. (1985), "Question- asking as a component of text comprehension. In Graesser", A. C. & Black, J. B (Eds), *The Psychology of Questions*, Hillsdale, NJ: Erlbaum.  
 6. Palinscar, A. S & Brown, A. L. (1984), "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities", *Cognition and Instruction*, 2, pp.117-175.  
 7. Raphael, T. E & Pearson, P. D. (1985), "Increasing Student Awareness of Sources of Information for Answering Questions", *American Educational Research Journal*, 22, pp.217-237.  
 8. Rosenshire, B. & Meister, C. & Chapman, S. (1996), "Teaching students to generate questions: A Review of the Intervention Studies", *Review of Educational Research*, 66, 2, pp.181-221.  
 9. Taboada, A. M. (2003), *The Association of Student Questioning with Reading Comprehension*, Doctor of Philosophy Dissertation, College Park.  
 10. Wong, B.Y.L (1985), "Self- questioning Instructional Research: A Review", *Review of Educational Research*, 55, pp.227-268.

**TÓM TẮT**  
**ĐỀ XUẤT MÔ HÌNH TẬP HUẤN DẠY ĐẶT CÂU HỎI**  
**TRONG KỸ NĂNG ĐỌC HIỂU**

**Nguyễn Thị Minh Loan\***

*Khoa Ngoại ngữ - ĐH Thái Nguyên*

Quá trình đặt câu hỏi đã được xác định là một chiến lược nghiên cứu nhận thức quan trọng. Nó đóng vai trò cần thiết trong quá trình tự học của người học. Đặc biệt, trong dạy kỹ năng đọc hiểu, yêu cầu sinh viên đặt câu hỏi có thể làm tăng sự tham gia của họ vào văn bản, điều này có thể cải thiện khả năng đọc hiểu của họ. Có rất nhiều bằng chứng thực nghiệm cho thấy sinh viên có thể được huấn luyện để đặt câu hỏi hay khi họ được huấn luyện kỹ năng đặt câu hỏi. Tuy nhiên, có nhiều giáo viên cảm thấy lúng túng khi lựa chọn mô hình dạy kỹ năng đặt câu hỏi. Vì vậy, bài viết này sẽ đề xuất một mô hình tập huấn sinh viên đặt câu hỏi có tên gọi là TeachQuest của Ciardiello và giáo án giảng dạy mô hình này. TeachQuest mô tả giáo viên đóng vai trò chính trong việc thiết kế khóa huấn luyện thông qua hướng dẫn trực tiếp, làm mẫu, củng cố và thực hành. TeachQuest diễn ra trong ba giai đoạn riêng biệt nhưng có liên quan với nhau. Mô hình đi theo trình tự xác định, phân loại và xây dựng các câu hỏi. Các sinh viên của bài học mẫu là sinh viên năm thứ nhất tiếng Anh ở Khoa Ngoại ngữ (SFL). Trình độ tiếng Anh của họ ở mức độ trung cấp. Tác giả hy vọng rằng mô hình này sẽ được áp dụng thành công trong việc giảng dạy kỹ năng đọc hiểu tại Đại học Thái Nguyên.

**Từ khóa:** *đọc hiểu, câu hỏi, đặt câu hỏi, TechQuest, dạy chiến lược*

*Ngày nhận bài: 01/9/2017; Ngày phản biện: 28/9/2017; Ngày duyệt đăng: 16/10/2017*

---

\* *Tel: 0916372662; Email: loannnguyen.sfl@tnu.edu.vn*

## SOCIAL SCIENCE – HUMANITIES – ECONOMICS

Content	Page
<b>Ha Xuan Huong</b> - Women's situations in Thai and Tay's folk songs	3
<b>Ngo Thi Thu Trang</b> - Some measures that need to be implemented to enhance students' ability in terms of using Sino – Vietnamese words	9
<b>Nguyen Thi Ha, Vu Thi Hong Hoa</b> - Enhancing the proportion of female in people's elected bodies	15
<b>Nguyen Thu Ha, Nguyen Thi Mai Huong, An Thi Thu, Nguyen Thi Hong</b> - Developing vietnamese accounting standards towards international accounting standards	21
<b>Nguyen Thi Hoa</b> - Using collection "Vietnam wartime letters" in historical education	27
<b>Nguyen Thi Xuan Thu, Pham Ngoc Duy</b> - Effects of using semantic mapping on ESP vocabulary retention of the students at University of Technology – Thai Nguyen University	33
<b>Vu Kieu Hanh, Hoang Thi Cuong</b> - English reading skill of the second-year students at University of Agriculture and Forestry – Thai Nguyen University: basis for enhancement activities	39
<b>Nguyen Thi Thu Huong</b> - Protection of personal rights for juvenile labor in Vietnam law	45
<b>Nguyen Thi Tham</b> - The journey to search for happiness of female characters in the short stories <i>Cœur brûlé et autres romances</i> of Le Clézio	51
<b>Le Thi Luu, Tran Bao Ngoc, Bui Thanh Thuy et al</b> - The bachelor of nursing students' perception of educational environment at University of Medicine and Pharmacy - Thai Nguyen University by DREEM questionnaire	57
<b>Bui Thi Minh Ha, Nguyen Huu Tho</b> - Awareness of household on climate change and its effectiveness on tea cultivation: a case study in Tan Cuong tea area, Thai Nguyen city	63
<b>Duong Thanh Tinh, Tran Van Quyet, Nguyen Ngoc Ly, Nguyen Viet Dung</b> - Employment creation potential for ethnic minorities through value chain development of cinnamon products in the northern mountainous region of Vietnam - a case study of Van Yen district, Yen Bai province	69
<b>Nguyen Thu Nga, Do Thi Tuyet Mai, Nguyen Thi Dieu Hong</b> - Applying Cobb-Douglas linear function to measure the efficiency of Vietnam commercial banks	75
<b>Phung Thanh Hoa, Bui Thi Thanh Thuy</b> - The impact of market economy on rural Viet Nam at present	81
<b>Hoang Thi My Hanh, Sombath Kingbounkai</b> - The migration process of Vietnamese to Laos and location in Luangprabang province of Laos	87
<b>Vi Thi Phuong</b> - Using press to the new construction of building culture in Vietnam, look at the <i>Tao Dan</i> magazine (1939)	93
<b>Nguyen Thi Minh Loan</b> - A proposed model for question generation instruction in reading comprehension	99
<b>Nguyen Thi Bich Ngoc</b> - English written proficiency – upper intermediate 2 (EWU241): students' evaluation of the course content and teaching activities at the School of Foreign Languages, Thai Nguyen University	105
<b>Nguyen Mai Linh, Tran Minh Thanh, Duong Thi Hong An</b> - Portfolio development and group presentation for ESP courses toward postmethod	111
<b>Tran Thi Kim Hoa</b> - Developing the ability of using Vietnamese for ethnic minority elementary school pupils through vocab exercises	117
<b>Tran Tu Hoai</b> - The main points of "lecturers development" policy that were taken in University of Education – Thai Nguyen University	121
<b>Pham Thi Huyen, Vu Thi Thuy</b> - Training the working style manner of cadres following Ho Chi Minh's style	127

<b>Tong Thi Phuong Thao</b> - Protect the rights of women workers during pregnancy, childbirth and child rearing according to Vietnamese labor law	131
<b>Luong Thi Hanh</b> - The role of ethnic minority women in building new rural areas in Bac Kan province	137
<b>Nguyen Thi Thanh Ha, Nguyen Thi Thu Hien</b> - Some issues on building new ways of life for Vietnamese students nowadays	143
<b>Ho Luong Xinh, Nguyen Thi Yen, Nguyen Thi Giang, Luu Thi Thuy Linh, Bui Thi Thanh Tam, Nguyen Manh Thang</b> - Probability of improving farmer household income after agricultural land acquisition at industrial zones in Thai Nguyen province	149
<b>Dinh Ngoc Lan, Doan Thi Thanh Hien, Duong Tuan Viet</b> - Analyzing factors effect to production and consumption of canna in Nguyen Binh district - Cao Bang province	155
<b>Do Thi Ha Phuong, Chu Thi Ha, Nguyen Thi Giang, Duong Xuan Lam</b> - Investigating the effects of social capital and information technology on knowledge sharing intention and knowledge sharing behavior among employees in Thai Nguyen University	161
<b>Nguyen Thi Hien Thuong, Duong Thi Thu Hoai, Cu Ngoc Bac, Kieu Thu Huong, Vu Thi Hai Anh</b> - Research the contribution of cityzens to implement the imfrastructure criteria for new rural program in Phu Luong district, Thai Nguyen province	169
<b>Vu Bach Diep, Mai Viet Anh</b> - Some solutions for mobilizing capital for small and medium enterprises developing Thai Nguyen city	175
<b>Nguyen Thi Ngoc Anh, Hoang Huyen Trang</b> - Designing and using learning games in order to increase the effective teaching in oral advanced proficiency for chinese students at School of Foreign Languages, Thai Nguyen University	181
<b>Tran Thi Yen, Khong Thi Thanh Huyen</b> - Common sentence problems in academic writing committed by Vietnamese students of English: situation, causes and solutions	187
<b>Ha Thi Thanh Hoa, Chu Thi Kim Ngan, Duong Thi Thuy Huong</b> - The satisfaction of customers on the quality of Vinaphone mobile network service of Thai Nguyen province	193
<b>Vu Thi Loan, Vu Thi Hau</b> - The role of market stock price as a financial distress predictor: SVM model	199
<b>Ho Thi Mai Phuong, Hoang Thi Tu, Tran Nguyet Anh</b> - Design and organization of learning games in elementary school mathematical symbols for elementary school children	205
<b>Dong Thi Hong Ngoc, Nguyen Quynh Hoa, Nguyen Thi Thu Huong, Hoang Thanh Hai, Nguyen Thi Thu Hang</b> - Application of logistic models in rating credit of listed construction enterprices in Vietnam	211
<b>Ha Thi Hoa, Ho Ngoc Son</b> - Values chain analysis through consumption channels of Son tra in Yen Bai province	219