

**THE QUESTIONING TECHNIQUES AND TEACHING READING COMPREHENSION
IN ENGLISH LANGUAGE IN LOWER SECONDARY CLASSES**

**MUNABA SARAH
REG.NO 2005/HDO4/3244U**

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Abstract

The research was carried out to investigate whether the teachers used the questioning techniques to teach reading comprehension in English language in lower secondary classes, how the teachers used the questioning techniques to teach reading comprehension in English Language and if so, what reading skills were developed during the use of questioning techniques to teach reading comprehension in English Language.

The study was carried out in six secondary schools under private and government aided with a population of 600- 2000 students. The characteristics of the population comprised of 3 single sex and 3 mixed secondary schools located in the central region of Jinja District. Each secondary school had adequate structures, facilities and staff working in a conducive environment for teaching- learning.

These schools provided the utmost findings that addressed the dilemma under investigation. A pilot study was also carried out in one selected secondary school in Iganga district outside the study area with a population of 2879 students and 16 teachers of English Language. This was purposely to find out if they understood the questionnaire the same way as those given to respondents in the area of study.

The respondents were mainly teachers of English Language, Heads of Department Languages and Head teachers in the selected secondary schools in the study area. The sample size was represented by a total 24 teachers of English Language and (4) teachers in the pilot study.

The researcher constructed questionnaires structured according to the research objectives moderated at various levels by fellow researchers and finally by the supervisor to justify the validity and reliability of data. An interview guide was used to gather information relevant to the study that was excluded in the teachers' questionnaire. An observation checklist was also used to

find out how the teachers used questioning as a technique to teach reading comprehension in English Language in selected lower secondary school classes. The findings were presented using tables and frequencies and analysed data using the content validity index.

Hypotheses were advanced to determine the null hypotheses of the study. The hypotheses stated that there was no significant relationship between the questioning techniques and teaching reading comprehension in English Language in lower secondary classes, there was no significant relationship between how questioning techniques were used and teaching reading comprehension in English Language in Lower secondary classes and there was no significant relationship between the use of questioning techniques and development of students' reading skills in English Language in lower secondary classes.

After using the content validity index, the hypotheses in all the sub hypotheses was rejected because the content validity index was greater than the critical value. This meant that there was a significant relationship that existed between the use of the types of questioning techniques, how they were used and the effect they had on the student' development of the reading skills in English Language in lower secondary classes.

Conclusion and recommendations were put forward from the findings of the study which called the attention of teachers to reconsider questioning techniques as an effective method for teaching reading comprehension in lower secondary school classes.