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Impact of Asking Support Questions on Grades 4 and 7 Students Reading Comprehension

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ABSTRACT

This study investigated the effect of support questions and their timing on Grades 4 and 7 students' reading comprehension. The support questions were posed either during or after reading texts. A comparative analysis of students' scores in answering of control questions presented at the end of the reading assignment revealed that asking inferential support question has positive effect on the text comprehension only in certain conditions. The effect of inferential support questions is rather negative if the text to be read is difficult and support questions are posed after reading the text sections.

KEYWORDS

Reading, Reading Comprehension, Question Timing, Questions

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