ABSTRACT

Reading is an important skill which students need from primary school until university. Reading also occupies the largest portion in English examinations in Thailand. However, the result of English Proficiency Test in Thailand seems not satisfied and was ranked as number 55 of out 60 countries according to Education First Institute. The possible causes involved with shared assumption between readers and writer of schema, genres and text type of readers’ proficiency in L2, and differences between L1 and L2.

Therefore, this study investigated the genres and questions in English textbooks used in high school and O-Net and GAT English examinations in the Thai context. The main questions of study are (1) to find out the dominant genres and (2) types questions in English texts and examinations. The data of this study were obtained from English textbooks printed by OBEC and from NIETS for English examinations. All data of reading passages were analyzed in terms of text organization and linguistic features to identify genres while questions were analyzed and categorized into comprehension, reinterpretation, inference, evaluation, personal response and interpretive questions.

The findings show the dominance of information report in the textbooks and examinations. Although literal comprehension questions are dominant in the textbooks, reinterpretation questions are dominant in the examinations. Therefore, in terms of genres, textbooks should provide a variety of genres. Materials writers should develop materials to help students improve their ability in reading a range of texts for their future education and functional roles in their lives. Once this is developed, tests could reflect these concerns.