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INVESTIGATING TEACHERS  
QUESTIONS AND QUESTIONING  
STRATEGIES IN ENHANCING  
STUDENTS PARTICIPATION IN  
RED CROSS 77 SECONDARY AND  
PREPARATORY SCHOOL

JEMAL, YESUF

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**BAHIR DAR UNIVERSITY**  
**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND**  
**LITERATURE**

**INVESTIGATING TEACHERS' QUESTIONS AND QUESTIONING  
STRATEGIES IN ENHANCING STUDENTS' PARTICIPATION IN BATI  
RED CROSS 77 SECONDARY AND PREPARATORY SCHOOL**

**BY**  
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**AUGUST, 2017**  
**BAHIRDAR, ETHIOPIA**

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**By**

**JEMAL YESUF MOHAMMED**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**ADVISOR**

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**AUGUST, 2017**

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## **DECLARATION**

**I, the undersigned, declare that this thesis is my original work and hasn't been presented for a degree in other university.**

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## **Abbreviations used in the study**

EFL = English as a Foreign Language

ELT =English Language Teacher

ESL = English as a Second Language

QS = Questioning Strategy

L<sub>2</sub> = Second Language

T1, T2, T3, T4 = (Teacher- 1, Teacher- 2, Teacher- 3, Teacher- 4)

## Abstract

*This research project was designed and conducted to investigate teachers' questions and questioning strategies in order to ensure how often the questions and the strategies motivate most of the students toward the lesson for increasing their participation and use of language in EFL classroom. To do this, the researcher used descriptive survey design to describe and analyze the compiled data through the instruments like observation, questionnaire and interview. The participants were all preparatory teachers and forty students selected from the total population of ten sections of students which four sections were selected randomly as a sample size consisting 192 students. From the sample size, forty students were selected by using simple random sampling technique (lottery method). The findings of the study suggested that 73.8% were knowledge, 23.3% were comprehension and 2.9% were application. These question types required recalling words, phrases and simple sentence that they have learnt, but they didn't encourage the students to give more explanation to practice the target language. Regarding their levels, the former is lower order and the latter is middle order questions. The study also indicated as questioning strategies were not implemented effectively in the observed classes. For example, regarding the strategies, 65.1% of questions were asked by teachers before nominating the students that can offer the answer; teachers distributed 43.7% of questions for volunteer and clever students, 17.5% of questions randomly, 18.4% of questions for the whole class and also 20.4% of questions by the teachers. Similarly, 53.3% of questions were modified through repeating, 33.3% of questions were also modified through native language and 13.3% of questions were clarified by giving a clue. On the other hand, teachers' uses of time after asking questions were insufficient. For this, the given wait-time was one second for 22.3% of questions, two seconds for 47.6% of the questions and three seconds for 30.1% of questions. Although teachers' reaction was also so good with students during question and answer, the reaction was focused only on clever and volunteer students. As a result, the researcher recommended that special attention should be given to the development and implementation of teachers' questions and questioning strategies. Similarly, most of teachers should take a great commitment on teaching; should be given training to increase their awareness on the types of questions and questioning strategies how to prepare, how to use in the class, for what purpose they are used it effectively. Teachers should use the strategies purposely and regularly in EFL class to make the students more effective in EFL classroom.*

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background**

The main advantage of a language is serving for communication and instruction through the world including Ethiopia. At this time, infinite numbers of languages are spoken in the world. From these languages, only English language is used commonly for communication and teaching instruction in most of the country through the world. For instance, teaching English language serves as a medium of instruction throughout Ethiopia from secondary school up to higher education. This also helps students to improve their language skills, to do well, all the subjects by understanding their concepts, to widen their thinking ability and creativity as well as to communicate well through the world. Mercer and Mercer (1989) stated that language is a powerful tool to control the environment and also directly related to achievement and adjustment in the school. Therefore, language teaching needs school adjustment and classroom management to create good classroom situation and interaction between students and teachers as well as to apply good ways of teaching English language. However teaching the language begins at the lower grade level, there is no an expected change (result) on the target language. As a result, there are many things that are expected from English language teachers in order to create good classroom situation to employ on students' knowledge, ability and behavior. In addition, teachers teaching method is also the other issue that should be considered in EFL class.

Hence, EFL teachers should design appropriate strategies to make learners well qualified with the target language in class and out of class. Richards and Rogers (1986) suggested that EFL teachers have various strategic and wider varieties of methodological options to choose and solve the problems that can happen in EFL class. Among such strategies, one of the most popular techniques is questioning strategy which can arouse students' interest to involve in a lesson, and which can encourage students' participation. In order to get students to speak in the target language, EFL teachers should ask through provoking questions which enable students to express their ideas and feelings enthusiastically. In addition, questioning as a strategy involves establishing effective classroom atmosphere and delivering effective instruction. Regarding questions and questioning strategies, different scholars explained as follow: Along with effective

instructional delivery, asking effective questions in the classroom plays a great role for learning to be meaningful (Napell, 2011).

Since questions play a vital role in classroom instruction, teachers need to know the advantage of questions and strategies on communication and learning (Kissock and Iyortsuun, 1982). Shuquiang (1987) further explained that the art of questioning and the types of questions that teachers ask enable the students to connect concepts, make inferences, increase awareness and deepen their level of knowing and understanding. Similarly, learners learn something new if they engage themselves in an interactive mode rather than a receptive one (Silberman, 1996). Therefore, an effective questioning technique should be one that can arouse students' interest to use the target language practically

Moreover, questioning needs good skill of designing, simplifying, modifying, choosing and other different techniques and also teachers should consider as it is the most powerful device to lead, extend and control participation and use of language in the classroom. Poorly designed teachers' questions do not give learners the chance to experiment in the language (David, 2007; Thornbury, 1996). Language teachers who are well aware of questioning skills can motivate their students to ask questions and to provide responses. Due to this, students' language proficiency can be improved through the interaction between the teachers and the students as well as among the students themselves (Richards and Lockhart, 1994). Verbal exchanges between teachers and students offer a fascinating insight into classroom organization and interaction through questions and techniques of questioning (Bellack, as cited in Sadker and Sadker, 2000).

Other scholars also stated that effective questioning strategy is believed to get students' attention, to arouse their curiosity, to stimulate their imagination and motivate them to seek out new knowledge (Dillon, 1988; Borich, 1988; Lewis, 2001; Petty, 2004; Hussein, 2006). Similarly, Stevick (1982) claimed that among all the strategies, questioning is the best to create an interaction between the teacher and the students. Kissock and Iyortsuun (1982) further explained that the questioning is the core around which all communications between teacher and learners take place. Because of their vital role in the classroom instruction, teachers need to know the advantage of questions and questioning strategies (ibid). From the above scholars' assertions, it is possible to conclude that EFL teachers' questions and questioning strategies could promote

classroom interaction, participation and empower learners to practice the target language effectively.

If there is much link between teachers' questions, questioning strategies and students' participation, it is vital to explore the types of questions EFL teachers ask and their questioning strategies they use in to effect to motivate students' participation. Borich (1988) also claims that effective use of questioning is important to fill the gap of the issue under discussion between the teacher and the students. Further, Brown (2001) stated that one of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. As a result, teachers' questions and questioning strategies should be designed carefully and skillfully in order to enable students to be efficient speakers of English language through participation and interaction. Taking this in to account, the researcher investigated teachers' questions and questioning strategies how and how much teachers make practice the strategies by understanding their types, levels, purposes and roles in order to enhance the students' participation and use of language in EFL class.

## **1.2. Statement of the Problem**

In EFL classroom, in order to attract students' attention, to increase their participation and use of language, teachers' ways of practicing and applying the target language plays a great role. To do this, one of the methods widely used in the classroom is questioning. As questioning strategies are tools that are used as a channel of communication between the teacher and the students, there must be a need to assess what kind of questions and questioning strategies are asked by EFL teachers. So employing different types of questions in language classroom will maximize the input that learners obtain and increase their participation in asking and responding to questions.

Regarding these strategies, different scholars and researchers wrote a lot about their types, levels, purposes and role. Ellis (1993) and Hussein (2006) explained that questions and questioning have a crucial role in students' learning and effective language teaching, for this, it is essential that language teachers should improve their questions and questioning strategies or skills. If teachers' questions and questioning strategies are improved, their questions will be interesting and challenging, so most of the learners try to answer it (Ur, 1991). Similarly, Kissock and Iyortsuun(1982) explained that questions should be prepared carefully and implemented

thoughtfully. If care is taken from preparation up to presentation, it is possible to attain the lesson objectives. In addition, it is likely to increase the amount of classroom participation and activate learners' competence in order to make them improve their language learning (ibid). As a result, it is better to assess teachers' types of questions and questioning strategies how to prepare and ask questions for learners to encourage and increase their involvement in EFL classroom.

Teachers' questions should also enable the learners to produce responses that encourage them to use the target language. In relation to this, Billows (1961) stated that, "A language cannot live for use if it produces no response and has no effect on other people" (p. 13). This indicates that questions in language classes relate the students' response to teachers' questioning behavior and serve as an instrument to make meaningful interactions. As Shamim, et al. (2007) stated that question-answer session is one of the strategies to increase the students' involvement by beginning with straightforward questions i.e. reiteration of facts to participate all students and follow a more complex questions that require inferring, evaluating and summarizing. Similarly, Stephen (2006) explained that questioning strategy has the power to transform passive students in to active learners and also increase students' involvement in EFL classroom. In connection with this, Chaudron (1988) stated that, "Teachers' questions constitute a primary means of engaging learners' attention in promoting verbal responses, and in evaluating learners' progress" (p. 126).

Moreover, there is a local study on this area with special reference to secondary school students. Zerihun (1995) focused on how students answer and teachers ask questions in the classroom. According to him, teachers did most of the talk and this has influence on the students' questions and responses. The other point raised in his study was that teachers were asking the same type of questions repeatedly. Another study which was conducted by Seime (2002) investigated the extent to which the types of teachers' questions, students' proficiency and the wait-time influence on learners' participation and self-correction. The result of this study showed that EFL teachers, most of the time; ask recall questions (i.e. knowledge and comprehension) that require rote learning and short answers. This study also investigated that wait-time has a positive effect on learners participation and self-correction.

Similarly, Aklilu (2009) also investigated teachers' implementation of oral questioning strategies in EFL classrooms. Similar to the other studies, it was found that EFL teachers spent most of their instructional time on asking recall and closed questions than process and open questions. Due to these questions, EFL learners were ineffective in asking their teachers.

However different scholars and researchers suggested different ideas, methods and techniques related to teachers' questions and questioning strategies and how they are helpful to make EFL class more interactive and effective. At this moment, there are several problems in practicing English language and enhancing the students' participation in EFL classroom. Shamim, et al. (2007) stated that there are some reasons for the students' lack of involvement in teaching learning process: classroom culture, classroom dynamics and teaching-learning methodology (e.g. Dominance of whole-class teaching, inappropriate questioning style and teacher monopolizes decision-making). When teachers learn to enhance and refine each of the moves of the pedagogical cycle (structuring- provide information and direction- questions, questioning, responding and reacting), the students' achievement is increased. So to increase students' participation and use of language, to improve academic performance of students and to enhance their communicative competence, teachers' language teaching methods play a significant role in EFL classrooms.

Moreover, questioning is believed to be one of the observable indicators of effective teaching. As a result, this area needs further investigation because the real classroom situation, at this time, is so poor i.e. students are observed as they have no interest: to attend the lesson, to know and to understand what they have learnt, to participate actively, to ask and answer in EFL classroom. For this, they sleep on desk, disturb and talk each other out of lesson. Others also choose silence. Why? As different scholars and researchers stated in their works, teachers' questions and questioning strategies play a great role in enhancing students' participation with high quality and also in developing their language ability. Thus, the researcher, based on the above classroom problems, decided to investigate teachers' questions and questioning strategies how they implement it in the classroom in order to attract students' attention, how they enhance students' interest and participation as well as how to fulfill the gaps that related to teachers' questions and questioning strategies. Relating with this, the researcher attempts to fill the gaps and answer the

following research questions which have been conducted the research in Bati Red Cross 77 Secondary and Preparatory School particularly on preparatory students.

### **1.3. Research Questions**

For answering the following research questions, the researcher stated the findings of the data.

- A. What type of questions do teachers ask in EFL classes? For what purpose do they use each type?
- B. Do teachers' questions measure students' thinking ability?
- C. Do teacher's questioning strategies encourage students regularly to make them active participant?
- D. What are the factors that affect teachers' questions and questioning strategies in EFL class effectively?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objectives**

The main objective of this study is to investigate teachers' questions and questioning strategies in enhancing students' participation and use of language in EFL classroom.

#### **1.4.2. Specific Objectives of the Study**

The researcher Planed specific objectives in the study to get the direction what he did, how he did and for what purpose he did. Therefore, the researcher addressed the following specific objectives:

- To assess the types of teachers' questions, their purpose and level
- To investigate questioning strategies that teachers use in EFL classroom with their purpose
- To observe number of participants in EFL class during question and answer
- To identify factors that affect teachers' questioning strategies implementation in EFL classes

### **1.5. Significance of the Study**

The major issue of the study was to investigate teachers' questions and questioning strategies how the strategies encouraged learners and also make them more participatory in language classroom. It is also true that if the teachers have a better understanding of the language and the

strategies of asking questions. Therefore, the final result of the study is expected to provide the following contributions:

- It may help the teachers to identify, understand and implement effective types of questions and questioning strategies with their purpose in order to run teaching learning process appropriately in EFL classroom.
- It may help the teachers to prepare different types of questions with different contents that can measure students' level of knowledge and critical thinking.
- It is important to make most of the learners active participant through each lesson
- It may provide insight to teachers to include varied levels of questioning skills in language teaching that can encourage students to make practice with the language by creating good classroom interaction for better outcome.
- It is also expected to invite other scholars and researchers to conduct an organized and comprehensive research with regard to this study.

#### **1.6. Scope of the Study**

The researcher identified the scope of the study to become ready with all resources before beginning to compile the data. He focused on investigating the role of teachers' questions and questioning strategies including both oral and written that are often asked for enhancing students' participation and use of language for better understanding and practice of the target language in EFL classroom.

In addition, this research topic was restricted to grade 11<sup>th</sup> and 12<sup>th</sup> in Bati Red Cross 77 Secondary and Preparatory School and covers the academic year of 2009. The sample sizes of the study were restricted by 40 students that were selected by using simple random sampling technique (lottery) from the total sample size of 192 students that were selected only from preparatory classes having 529 students in number and also four teachers as a whole.

#### **1.7. Limitation of the Study**

The main problem that faced in this study was lack of resources. Since the research area was so far from the neighboring schools, the researcher couldn't get enough resources. In addition, lack of internet access in the research area was another limitation. Due to these limitations, the researcher moved far away from the research area to find out these and other resources by taking much time and energy.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

In this section, the researcher will use different sources that are related to the research topic what the other studies, theories and researchers said about the current title. Doff (1988) stated that well experienced teacher has aware of basic question types and also shows how they can be used for different purposes; shows how to elicit short and long answers for students in a natural way and has aware of different possible strategies for asking questions. Therefore, this research section describes the definition of question and questioning, importance of questions, questioning strategies, purpose of questioning strategy, effectiveness of questioning, criteria for effective questioning and types of questions.

### **2.1. Definition of Question and Questioning**

Question is a sentences or phrases used to find out information through verbal expression during interaction in the EFL classroom. According to Ur (1996) defined that “Question is a teacher’s utterance which has the objective of eliciting an oral response from the learner(s) in the context of teaching” (p. 229). Questioning is a method of asking a question to initiate/ stimulate the students toward the lesson, to know their understanding and to create interaction in the class. Ur (1996) defined that “Questioning is a universally used activation technique in teaching, mainly with in Initiation- Response- Feedback pattern” (p. 228). These two definitions, therefore, display any utterances that come from the teachers used to elicit the response by using different activation technique to know what the students know, what they want to do and how to evaluate them on the contents based on their understanding and participation (Ibid).

### **2.2. Importance of Questions**

Questions are one of the necessary tools to know, to understand, and to share the experience for others as well as to evaluate ones level of knowledge and creativity for better outcome. On top of that, questions play a great part in communication (Chaudron, 1988). Questions and responses are inevitable in exchanging ideas and negotiating meanings. Therefore, they are one of the most important tools to enhance education in general and language teaching in particular (Nuru, 1992). Moreover, questions in language classrooms enable the teacher to evaluate his or her students and motivate students to attend lessons attentively. Richards and Lockhart (1994:185) stated the following points for the importance of questions in teaching:

- stimulate and maintain students' interest;
- encourage students to think and focus on the content of the lesson;
- enable teachers to check students understanding;
- enable a teacher to elicit particular structures or vocabulary items;
- encourage students' participation in a lesson;
- develop students' critical thinking ability and creativity

Similarly, teachers' questions may serve different functions, including focusing attention, exercising disciplinary control in the course instruction, encouraging students' participation and moving the lesson forward among others (David, 2007, cited in Hamiloglu, 2012).

In order to promote effective teaching and learning, questions are one of the technique sthat are widely used in ESL classrooms. If they are properly handled and employed, they may facilitate interaction and bring about the necessary changes in the students language proficiency. In this regard, English teachers are expected to develop the skills of asking effective questions (Cooper, 1986). As questioning is believed to be one of the tools of effective teaching, it is increasingly important for teachers to avoid ineffective questioning patterns. Thus, to improve the learning opportunities for the class, to motivate students talk more and provide responses, teachers are expected to develop questioning skills and employ different types of questions in EFL Classrooms.

If students are given opportunities to talk, teachers would be able to obtain feedback on students' problems in understanding some parts of the lesson. In addition, students' skills of questioning, critical thinking, and negotiation of meaning and interaction abilities can be promoted if language teachers are well aware of the students' right to ask questions. This means, teacher's questions and questioning strategies can encourage the students toward asking the question in EFL classroom.

In line with this, (Kissock and Iyortsuun, 1982) stated:

*Teachers should not believe that it is only their right to ask question during lesson pupils have a right to ask questions, and sufficient time should be allowed for them to initiate questions in the classroom. By allowing pupil*

*time and giving those teachers are directly developing the skills of teachers' inquiry and critical thinking (p. 15).*

Allowing students to ask questions, can motivate, initiate and engage them in various language activities to discover answers to teachers' questions and find out solutions to problems posed by their teachers and class mates. Thus, it is indispensable for language teachers to acquire techniques of questioning which encourage students to reply. According to Davies (1993) stated that "Good instruction is more matter of drawing out than of putting in" (p. 162). This implies that learners have a lot to contribute to their own learning. Generally, the foregoing discussion confirms that questions when used effectively have a prevalent importance in that they stimulate students to compare, conclude infer, predict, apply relate, design, generalize, propose, solve problems, and the like. What is more, questions provide that "ladder up which the pupil climbs towards fuller and deeper understanding" (Farrant, 1980, p. 168).

### **2.3. Types of Questions**

Teachers in EFL classroom, employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. Such as scholars classify question types in different ways but their contents are not that much far one from the others. As it has been explained by Richards and Lockhart's (1994: 185), there are three types of questions: procedural, convergent and divergent questions.

#### **2.3.1. Procedural Questions**

Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. For example, Richards and Lockhart's (1994:186) stated that the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear and those students were ready for a new task.

*Did everyone bring their homework?*

*Do you all understand what I want to do?*

*How much more time do you need?*

### **2.3.2. Convergent Questions**

Convergent questions encourage similar student responses or responses which focus on a central theme. These responses are often short answers, such as “yes” or “no” or short statements. Such kind of questions do not invite for higher level of thinking. In general, convergent questions may expect the student to repeat some conventional wisdom. Richards and Lockhart’s (1994:186) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers.

*How many of you have a personal computer in your home?*

*Do you use it every day?*

*What do you mainly use it for?*

*What are some other machines that you have in your home?*

### **2.3.3. Divergent Questions**

Divergent questions encourage student responses which are not short answers and which require students to engage in higher level thinking. They encourage students to provide their own information rather than to recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. Therefore, divergent questions often require new, creative insights. After asking the convergent questions, it is better for teacher to ask divergent questions such as the following:

*How many computers had an economic impact on society?*

*How would business today function without computers?*

*Do you think computers have had any negative effects on society?*

A number of writers have followed Bloom’s Taxonomy (1956) without or with some modifications in the classifications. Mostly, they try to distinguish higher order and lower-order questions in relation to the cognitive and affective domain categories. According to Kisko and Iyortsuun (1982: 9), cognitive questions are concerned with intellectual understanding. Affective questions are concerned with emotions, attitudes and values most of the classification systems are useful in that they provide a conceptual frame work, a way of looking at questions Cooper (1986). He further explained the importance of classifying questions that “The first step in

effective questioning is to recognize that questions have distinct characteristics, serve various functions and create different levels of thinking” (p. 143). It is clear that classifying questions helps teachers to identify the purposes of questioning in the classrooms. And this can promote language learning and teaching process in general.

One of the best known classifications of questions is based on Bloom’s taxonomy (1956). There are six levels of Bloom’s Taxonomy and questions at each level require the students responding to use a different kind of thought process. These six levels are: knowledge, comprehension, Application, Analysis, Synthesis, and Evaluation.

#### **2.3.4. Knowledge Questions**

Knowledge questions require students to define recall, recognize, and repeat something already learned certain specific facts, information, procedures, or idea (Ibid). During this time, students are not asked to manipulate in formation but merely to remember it just as it was learned. Though knowledge question, according to (Cooper 1986: 144), uses to promote classroom participation and high success experience for students; is critical to all other levels of thinking and reasoning for the fact that students cannot be asked to think at higher levels. To distinguish knowledge level questions from others, there are key words which frequently found or associated with this level. They comprise, define, recall, remember, recognize, name, list, tell, etc.

#### **2.3.5. Comprehension Questions**

Comprehension questions require learners to select those facts that are pertinent to answer the question by describing, comparing or contrasting. That is to answer comprehension questions, students should go beyond the memorization or recalling of specific information, facts, ideas or procedures (Perrott, 1986). In the words of Cooper (1986), the student “must demonstrate a personal grasp of the material by being able to rephrase it to give a description in his or her own words, and to use it in making comparisons” (p. 146). Frequently comprehension questions ask students to interpret by making comparisons and showing relations ships among ideas and information that presented in the form of charts, graphs, tables, and cartoons (Perrott, 1986). Questions such as “what is the main idea that this graph presents?” “Describe the kinds of problems encountered by immigrants?” are some of the examples that are employed in asking

comprehension questions. There are also key words commonly found in comprehension questions. Some of them are: compare, contrast explain, relate, translate, rephrase, etc.

### **2.3.6. Application Questions**

Students' learning can be enhanced not only by requiring them to memorize ideas, or procedures and asking them to rephrase and relate what they have memorized, but also they learn how to apply in new situations. Application questions call for students to apply information they have learned in order to search and answer to a problem (Perrott, 1986). On top of that, questions of the application level of taxonomy ask students to apply a rule or process to a Problem so as to determine the single correct answer to that problem (Cooper 1986). There are key words that help teachers to ask application questions. These are: apply, classify, use, give an example, solve, design, and demonstrate, etc (Perrott and Cooper, 1986).

### **2.3.7. Analysis Questions**

These levels of questions are higher level order ones which indicate cause and effect relation. They are designed to help students analyze information so as to reach particular conclusion. Some of the key words that frequently found in analysis questions are identify causes, draw conclusions, analyze, why, determine evidence, etc (Perrott, 1986).

### **2.3.8. Synthesis Question**

Synthesis questions are higher order questions that ask students to perform original and creative thinking (Cooper, 1986). These questions help students to produce original communications, make predictions and solve problems. There are key words that could help the teacher to ask questions. To mention some, create, plan, construct, formulate, put together, produce, design develop, synthesize, how we can improve etc.

### **2.3.9. Evaluation Questions**

Cooper (1986) stated that evaluation levels of questions are higher order process and do not have a single correct answer. They require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work, and also ask the student to offer an opinion on an issue (Ibid).Mention some of the examples of evaluation questions. Which approach offers the best method for attaching this problem? Which picture do you like most? There are also key words

which indicate evaluation questions. These are: judge, argue, decide, evaluate, assess, etc. To conclude, these six Taxonomy levels of questions can be categorized in to three levels: low-order, middle –order and higher order (Farrant, 1980).

Moreover, it is better to make more meaningful and effective different types of classroom questions and questioning strategies. There are also other scholars who have explained the art of asking questions. For instance, Erickson (2007) revealed that there are three types of questions as being factual, conceptual and provocative. However, this type of classification is similar with the one that have been discussed earlier. For example factual questions are the ones that are easily answered with definitive and comparatively simple answers. Conceptual questions might be ones that are convergent, divergent or evaluative in construction. The provocative are questions that entice and cannot be answered with easy answers. They are questions can be used to motivate and frame content or are essential questions.

Long and Sato (1983) have classified questions as display and referential questions. Moreover, Nunan (1989) has indicated the distinction between display and referential questions. He stated that “a display question is one to which the questioner knows the answer, where as a referential question is one to which the person asking the question does not know the answer.” He further commented that referential questions provide opportunity to students to express their ideas without any restrictions and develop the output of the target language.

#### **2.4. The Role of Teachers’ Questions**

Teachers’ questions that implemented in EFL classes take the first stage to manage the teaching learning process if they are designed appropriately with their types, levels, numbers and quality. Considering the importance of questioning as a teaching strategy, scholars have given a considerable amount of attention to the skills with teachers’ use of questions and their effects on students’ responses and language learning. As Richards and Lockhart’s (1994) explained, language teachers tend to ask more convergent questions than divergent questions. Richards and Lockhart’s (1994) further argue that “since convergent questions require short answers; they may likewise provide limited opportunities for students to produce and practice the target language” (p. 187). This implies that this type of questions has effect on language learning. Borg (1970), as cited in Nunan and Lamb (1996), found that teachers use factual closed questions that ask basic

information students know or not very frequently than higher order questions that encourage students to express their ideas, attitudes and beliefs. In addition, Tsui, (1995) stated that teachers who often ask closed questions are likely to restrict students' language output.

According to Long and Sato (1983), the number of display questions asked by teacher was more than referential questions. In another related study Brock (1986) examined the effects of display and referential questions on students language output. In line with this Tsui (1995) suggested that

*Teachers who often ask display question and/or disguise them as referential questions are likely to encourage students to regurgitate facts or pre-formulated language items, and discourage students from trying to communicate their own ideas in the target language (p. 30).*

From the above suggestion, we can understand that display questions do less function in enhancing language learners' ability to communicate with the target language, instead these types of questions may not motivate students to express their ideas in the language in EFL/ESL classroom. Display and referential questions have distinctive features; however, there are researchers who disagree with the distinction these question types have. For example Van Lier (1998) as quoted in Nunan (1989), argues that the distinction is insignificant since the function of teacher's questions is to elicit learner's language whether the teacher already knows the answer or not. Nunan and Lamb (1996) sum up the point as follows:

*Our own view is that both display and referential questions are critical to the management of the learning process. It is up to the teacher to be alive to the possibility of switching from a display to a referentially driven interaction (and vice versa) at any particular time in the teaching – learning cycle (p. 92).*

Teachers who asked a limited range of questions for limited students limited the number of participants and their use of language. A number of studies have been conducted as higher order questions, which require thought rather than memory, increase student achievement.

## **2.5. Purpose of Questioning**

Ur (1996: 229) stated several reasons why the teacher might ask a question in EFL classroom: To provide a model for language or thinking, to find out something from the learners(fact, ideas,

opinions), to check/ test students' understanding, knowledge and skills, to get learners to be active in their learning, to direct attention to the topic being learned, to provide weaker learners with an opportunity to participate, to stimulate thinking (logic, reflective, imaginative,) and to encourage self expression. In order to carry out each purpose, questions must be set with goal of instruction clearly in mind and presented in a way that has greatest effect (Kissock and Iyortsuun, 1982). A number of writers have views on questioning in the classroom. Questioning is of interest to researchers and practitioners because of its wide spread use as a contemporary teaching technique (Gall, 1984).

For example, Amdeselassie (1999) suggested as follow:

*Oral questioning (through teacher led drills or one to one, small group and large group discussion) serves a number of purposes. It is used to introduce a topic, determine what pupils already know about a subject, develop interest, clarify and focus attention on important ideas, promote new ways of looking at an issue, develop attitudes and value, gain information about student's understanding and progress, summarize or review a lesson, encourage further inquiry, or prepare oral evaluations and examinations (p.97).*

According to Farrant (1980) questions serve to test what has been learned and to stimulate thought and lead to deeper understanding. On top of this, the works of scholars like, Hyman (1979: 217); Kissock and Iyortsuun (1982: 6), indicate similarities in revealing the purposes of classroom questioning. Some of the purposes suggested by the foregoing scholars are:

- To find out something one didn't know
- To develop process of thinking and guide inquiry and decision making to teach the whole class through pupils answers.
- To arouse interest or focus attention at the beginning of the lesson.
- To provide motivation by encouraging active participation in learning or supplementary contributions to discussion.

In order to carry out each purpose, questions must be set with goal of instruction clearly in mind, and presented in a way that has greatest effect (Kissock and Iyortsuun, 1982). In connection to this Stevic (1982) recommends that teachers' questions can vary as much as in their purpose as

in their form. The purpose of question and questioning in the EFL classroom; therefore, help the teachers to identify the students with their level of knowledge, understanding and skills to support and motivate the weaker to have self-confidence on the target language and to become creative. According to Farrant (1980) questions serve to test what has been learned and to stimulate thought and lead to deeper understanding.

## 2.6. Principles for Effective Questioning

### ➤ Plan to Use Questions that Encourage Thinking and Reasoning

Really effective questions are planned beforehand. It is helpful to plan sequences of questions that build on and extend students' thinking. A good questioner, of course, remains flexible and allows time to follow up responses (Swan and Pead, 2008).

Beginning an inquiry

•What do you already know that might be useful here? • How can you simplify this problem?

Progressing with an inquiry

•Where have you seen something like this before? •What is the same and what is different--?

Interpreting and evaluating the results of an inquiry

•What patterns can you see in this data? • What do you think of Anne's argument?

Communicating conclusions and reflecting

•What method did you use? • What helpful strategies have you learned?

### ➤ Ask questions in ways that include everyone

Swan and Pead (2008) stated, it is very important that everyone is included in thinking about the questions asked. Here are the ways that teachers have tried to achieve (ibid).

•*Use a 'no hands up' rule:* After a few hands have gone up some students stop thinking because they know that the teacher will not ask them. "No hands up" encourages everyone to keep thinking as anyone may be called upon to respond.

•*Ask questions that encourage a range of responses:* Rather than asking for specific right answers, ask for ideas and suggestions: "How can we get started on this?", "What do you notice about this?"

- *Avoid teacher - student - teacher - student 'ping pong'*: Encourage students to listen to and to reply to each other's responses. Aim for a pattern more like: teacher -student A -student B- student C - teacher.

- *Arrange the room to encourage participation*: Think about where students are sitting –are there some who cannot hear? Can students see and hear one another?

- Give students time to think

The time interval between a teacher asking a question and supplying the answer herself, or following up with an additional question or comment, is commonly called 'wait time'. For many teachers, the mean wait time is less than one second (Rowe, 1974).

- ❖ Increasing wait time is difficult but it is important to:

- *Talk to students about 'wait time'*: Make sure that students know that they must take time to think before responding

- *Use "Think - Pair-Share"*: Ask the question, give 10 seconds thinking time and then allow 30 seconds for talking to a partner.

- *Use mini whiteboards*: Ask the students to spend 30 seconds thinking about the problem and jotting ideas for the solution onto their mini whiteboards. Then ask students for sharing ideas.

- Avoid judging students' responses interestingly

Rowe (1974) found that if a teacher made judgmental comments, even positive ones such as "Well done!", then this negatively affected students' verbal performance even with the lengthened wait times. Task persistence was greatest where verbal rewards were fewer. Ask open questions that permit a greater variety of responses and reply to students with comments that do not close off alternative ideas.

- Follow up students' responses in ways that encourage deeper thinking

The following approaches encourage further thinking and reasoning:

Ask students to repeat their explanation • Can you just say that again?

Invite students to elaborate • Can you just say a little more about that ...

Challenge students to offer a reason •Can you explain why that works?

Cue alternative responses •Can you suggest another way of doing this?

Allow rehearsal of responses •Try out the answer on your partner first.

Encourage students to ask questions •Would anyone like to ask Pat a question about--?

## **2.7. Effectiveness of Questioning**

To achieve the objective of teaching learning process in the target language, it is important to design a clear, relevant, interesting and valuable question types and levels. Ur (1996) stated that there have been numerous attempts to identify characteristics of effective questioning techniques in the classroom:

*Questions have been classified according to various criteria: what kind of thinking they try to elicit (plain, recall, for example, analysis or evaluation); whether they are 'Genuine' or 'Display' questions (Does the teacher really want to know the answer, or is he / she simply checking if the student does?) Whether they are closed or open-ended (Do they have a single right answer or many?); and many others (p. 229).*

This implies that teachers can use different types of questions based on the types of the contents to measure their knowledge of capacity (for example, cognitive, affective and psychomotor) by using different methods. Teachers' questions depend on the purpose of asking and they are various for example, one right answer question, two/ more answer question (open- and closed-ended questions).As Sadker and Sadker (2000) stated that, "Good questioning is at the very core of good teaching. As John Dewey (\_\_\_) cited in Sadker and Sadker (2000) said that:

*To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action.*

Since questioning is key in guiding learning, all students should have equal access to classroom questions and academic interaction. For this, teachers should be well intentioned on the student's

involvement without forgetting the rules of questioning. Teacher's questions can be managed by the students through different mechanisms to enhance their understanding and participation: assigning pair work and group work that sometimes called "Thinking-Pair-Share." Therefore, it is better to ask the question that can show the students' interest. As Sadker and Sadker (2000) stated, "More important, the students take ownership of the questions, sincere questions reflect their genuine interests."

## **2.8. Criteria for Effective Questioning**

To tell about something that is clear, relevance and meaningful, the criteria should be designed that can lead about its effectiveness. As Ur (1996: 230) stated there are some criteria that indicate toward the effectiveness of the questioning stated below:

- A. *Clarity*: - Effective questioning helps the students to understand the questions and the required answers in the question.
- B. *Learning value*: - The question should stimulate the students thinking and response to learn more in the materials.
- C. *Interest*: - Effective question should stimulate the students' interest to do the questions effectively.
- D. *Availability*: - The question should be stated considering the whole class (i.e. lower, medium and advanced students).
- E. *Extension*: - Effective questions invite and encourage the learners to give extended and/or varied answers.
- F. *Teacher reaction*: - Are the learners sure that their responses will be related to with respect that they will not be put down or ridiculed if they say something inappropriate?

## **2.9. Questioning Strategies**

Knowing what questions to ask, teachers also need to know how to organize question and answer in class Doff (1988). Further Doff (1988: 29) stated below some of the questioning strategies that teachers can apply in the classroom:

### 2.9.1. Nomination of Students for Answering Questions

- Teachers can ask each student in turn round the class. If students call out different answer at the same time, teachers ask one student to answer again.
- Teachers can ask a question, and then pause to give a chance for the whole class to think of the answer and choose one student that doesn't raise the hand.
- Teachers can choose a student to answer by pointing or calling his/ her name, and then ask the student a question. If the student can't answer it, the teachers postpone it on to the next student.
- Teachers can get the class to answer in chorus i.e. Teachers ask a question and let students raise their hands that they think as the students know the answer.

Each strategy has its own advantage and disadvantage in teaching learning process due to this, there is no single 'best' strategy; it is important for teachers to be aware of different possible strategies and to be flexible Doff (1988: 30).

### 2.9.2. Distribution of Questions

In this context, distribution is the process of giving questions out to several students for creating opportunity and interaction in EFL classroom. Distributing questions among all students rather than restricting them to selected few is considered desirable. In line with this, Good and Brophy (1987) explains:

*Students will learn more if they are actively engaged in discussion than if they sit passively day after day without participating. We all know reticent students who rarely participate in discussions but still get excellent grades, but most students benefit from opportunities to practice oral communication skills, and distributing responsibilities helps to keep students attentively and accountability (p. 145).*

Most of the time, teachers' questions have been directed to high achieving or to the more able students According to Recharls and Lockharts (1994), action zone is indicated by those students with whom the teacher regularly enters into eye contact; those students to whom the teacher addresses questions and those students who are nominal to take an active part in the lesson. In doing this, teachers sometimes interact with some students in the class more frequently than

others (Good and Brophy, 2003). This creates what is called the teachers action zone (Ibid). These students are located within the teacher's action zone and are likely to participate more actively in a lesson. In many classrooms, this zone includes the middle front row seats and the seats up the middle aisle (Ibid).

In language classroom, active participation of students is very important to learn the target language. Restricting teachers' questions to selected few students or to a defined action zone and asking the same students to answer all of the questions is not helpful in language teaching because the other students, who have not got the opportunity to be asked, cannot be motivated to learn and show progress in their learning. Therefore, a questioning pattern in which all students in the class are called on as equally as possible may be employed in order to distribute questions to all students in the language classroom.

As Tsui (1995) put it " Most of teachers tend to allocate more turns to students who are active in class and always ready to volunteered answers" (p. 75). In addition, Good and Brophy (1987) explained that "Teachers who restrict their questions primarily to a small group of active and usually high achieving students are likely to communicate undesirable expectations and generally to be less aware and less effective" (p. 7).

### **2.9.3. Wait-Time**

It is the length of time the teacher waits after asking the question before calling a student to answer it (Nunan, 1991). According to (Seime, 2002), "wait-time is the amount of time the teacher pauses after a question and before pursuing the answer with further questions or the nomination of a student to answer the question" (p. 7). Regarding the application of wait – time, Perrot (1986) explained that teachers' objectives of questioning may hinder to employ wait-time in asking questions. If the teacher's objective is to sample what the class knows with in a relatively short time and to elicit brief answers, 'rapid –fire questioning' is an appropriate skill. Wait –time has a positive effect on learner participation in that it provides students sufficient time to think about questions after they have been asked before attempting to answer them. With regard to the importance of wait-time Perrott (1982) states the following:

*If the teacher's objective is to provide an atmosphere more conducive to discussion, in which pupils will have time to organize longer and more*

*thoughtful responses, he must adopt a more appropriate questioning procedure one skill that may be to encourage longer and more thought full responses in pause for three to five seconds after asking a question, but before calling on pupil. The use of this skill should eventually result in longer responses because your pupils will be able to discriminate between pausing behavior and you rapid fire questioning (p. 57).*

Thus, pausing can serve a twofold function in EFL classroom. Firstly, it provides an atmosphere more conducive to discussion than rapid –fire questioning produces and secondly, the students learn to use the pause to organize a more complete answer. In line with this, Rowe (1974); and Randall and Thornton (2001) noted that increasing the wait-time after questions can lead to increased length of student responses, a greater frequency of student questions, a greater degree of student involvement in lessons, and more participation by lower students.

In Richards and Lock harts (1994) view when wait –time is increased student participation as well as the quality of that participation often increases. They confirm that the basic reason for pausing after asking a question is to give time to think about possible answers. If a teacher wants his/ her students to answer the questions he/she must be careful to cultivate that expectation by waiting after he/she asks a question. Thus if a teacher really wants the students to answer the question, he/she must allow their students to get more time to think. To provide students a few seconds usually 2-3 seconds to think and give responses to a question is very important. In relation to this idea and extending wait time and its effects; Sadker and Sadker (2000) illustrated the following justifications as follows:

1. There was an increase in the average length of student response.
2. Unsolicited, but appropriate, student responses increased.
3. Failures to respond decreased.
4. There was an increase in student to student comparisons of data.
5. Inferential statements increased.
6. Student initiated questions increased.
7. There was an increase in speculative responses.
8. Students generally made greatly varieties of verbal contributions to the lesson.

9. Teachers ask more sophisticated higher order questions.
10. Teachers begin to hold higher expectations for all students.

As shown above, lengthening wait-time is indispensable device to promote language Proficiency, to create conducive conditions to learning, to develop higher order thinking process, and to maximize learner output in EFL classroom. As Sadker and Sadker (2000) stated in their work that a key benefit of extending wait-time is an increase in the quality of students' participation even from students who were previously silent, passive and weak

Wait-time can also benefit teachers to minimize discourse error, to ask higher category questions and to encourage quieter learners Rice (1977). According to Borich (1988), wait – time must be longer when students are expected to think about and to weigh alternative responses. He further insists that teachers should wait at least three seconds before asking another question, repeating the previous question, or calling on another student. On the other hand, research shows that teachers often use a very short wait-time (e-g, one second), after having posed a question, which is rarely sufficient to enable students to respond Richards and Lock harts (1994). Similarly, Borich (1988) disclosed that wait-time increases flexibility of teacher responses and engaging students in more discussions; increases in teacher expectation that expands the variety of questions asked by teachers and increases in the number of higher cognitive questions asked by teachers.

The study by Long and Crookes (1986) found out that increased wait – time did not lead to greater mastery of content by ESL pupils though the time scale of the study was not enough. Moreover, Nunan and Lamb (1996) say that “If it had been conducted over a long period of time, a significant result may have been yielded” (p.87). Similarly, Good and Brophy (2003), claimed that there are various reasons why most teachers experience in extending their wait –time. Teachers think as they may lose students' attention or control of the class. In sum, Rowe(1986); Good and Brophy (2003) and Eggen and kauchak (2006) assert that longer wait time led to more active participation in lessons by a larger percentage of the students, coupled with an increase in the quality of this participation. So it is believed that sufficient wait-time is particularly important for second language students to think about questions before being required to answer them and also to increase their participation and use of language.

#### 2.9.4. Modification of Questions

In EFL classrooms, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teacher's questions are ambiguous to students to comprehend the question. In line with this, Mackey (1965:369) asks the following questions so as to evaluate the clarity of teacher's questions.

*How efficient is questioning?*

*Are the questions clear and to the point?*

*Are questions so worded as to avoid unprofitable yes- or – no answers?*

*Are the efforts of the learner given to answering the questions or to finding out what it means?*

Modified and effectively rephrased questions may avoid ambiguity and encourage students to participate in the classroom discussion. Moreover, it enhances language learning and increases student's productive skills. According to Chaudron (1988), "Teachers should modify a question by rephrasing it with alternative or, choice questions, like 'what coffee, tea, beer,'" (p. 128). In support of this idea, Tsui, (1995) suggests that it is fairly common among teachers to simply repeat a question when they fail to get a response from students. Modifying questions can help students provide answer to question without taking more wait time. In addition to this, students with low proficiency can be helped more to improve their abilities in the language. Regarding the importance of modification, (Tsui, 1995) explains:

*While verbatim repetition has its place in helping students to process the question, particularly for those with low proficiency, it is important for teachers to remember that, when a response is not forthcoming even after it is repeated verbatim, the question needs to be modified (p. 56).*

It is believed that two-thirds of the time teachers and pupils spend in the classroom someone is talking. Two-thirds of that talking is done by the teacher Delamont (1983). Teacher's questioning should be phrased in clear and unambiguous terms to lead the learner to develop values, abilities to analyze and discriminate. As Chaudron (1988) points out, providing the right sort of modification of questions at the beginning or in the subsequent, rephrasing is essential to make it appropriately comprehensible and answerable within the student's subjects matter and

L2 comprehension. The repetitive nature of the teacher's requests and instructions in questioning is characteristic of what happens in teaching. Repetition is one of many strategies teachers use to make their directions and instructions understandable to the learners Richards & Lockhart (1994). Chaudron (1988) strengthens the above strategies of modifying teacher's language by adding the following salient points:

Speaking more slowly (slow speaking than the usual speech); Using pause (giving more enough time to think well); Modifying vocabulary (replace a difficult word with word or phrases); Modifying grammar language (simplify the grammatical structure of sentences avoid using complex tenses); and modifying discourse (repeat questions in order to make them understood).

As it has been stated earlier, modifying teacher's questions not only make the teacher as easy to understand as possible, but also provide learner's essential support to facilitate language comprehension. Therefore, paraphrasing the question may serve two purposes. It insures that the entire class hears the question. More importantly, it lets the questioner to check the students' understanding of his or her question. When they have not completely understood, often the student will rephrase or elaborate upon the question. In doing so the student is often "thinking out loud" and may come to his or her own conclusions without further help. This process also gives the other students time to think about the question and possible answers to it (Hyman, 1979).

## **2.10. Teachers' Reaction to Student Responses**

Besides encouraging students in asking more and more questions, teachers are to treat student's responses appropriately. In handling students' responses in EFL /ESL classroom, Amdlselfassie (1999) has suggested the following.

*Students may give correct, partly correct or incorrect answers. Or they may not respond at all. Some students' response encourages further discussion while others are intended to bring the discussion to an end. The teacher's task is to give a reaction that is suitable to the response and situation in which it is presented (p. 8).*

As indicated above, a reaction to student's responses should be pertinent to the response and situation in order to enhance the discussion maintaining the participation of the students.

Reacting to student's responses may reflect negative or positive impact. According to Nunan, (1991) reacting positively plays an important role in transforming student attitude towards the lesson and engages learners in the discussion. There are a number of ways teachers can react to student responses. For instance, Clark and Star (1986:87) suggest the following ways:

1. *Consider the response of any pupil and reinforce his ideas by rephrasing or rewording the answer.*
2. *Make pupil ideas clear by expanding on them or comparing them with other answers that have been presented.*
3. *Encourage another student to respond, to rephrase, expand on, or evaluate the answer given by classmate*
4. *Give recognition (reward) for correct responses and correct wrong answer in ways that fit the need of the student and setting in which the class is working.*
5. *Use the response of one pupil as the basis for further questions.*
6. *Give pupils time to think through the question and their answer before sharing it with the class.*

Sometimes students may not give complete answers to a question. At this time, it is very important to encourage pupils with proper comment for their contribution. In language class rooms, answers on a student's spoken language may be a response either to the contents of what a student has produced or to the form of an utterance. In giving answers or reacting to students' responses, a teacher employs a variety of strategies. Richards and Lockhart's (1994) state some techniques as follows:

*Acknowledging a correct answer: The teacher acknowledges that a student's answer is correct by saying for example "good," "yes, that is right" or "Fine"*  
*Indicating an incorrect answer: The teacher indicates that a student's answer is incorrect by saying, for example, "NO, that is not quite right," or "Mmm"*  
*Praising: The teacher compliments a student, for example, by saying "yes, an excellent answer" (p. 189).*

Therefore, teachers respond to a vague or incomplete answer by providing more information, or rephrasing the answer in their own words.

## 2.11. Encouraging Involvement

Well planned and implemented teachers' questions and questioning strategies encourage students' participation and use of language in EFL classroom. For this, student-center approach creates a good classroom involvement to establish the expectation of participation, to facilitate meaningful discussion, to use questions appropriately and to create a supportive learning environment (Shamim, et al. 2007). Participation is a proven fact that students learn better and retain more when they are active participants. When participation doesn't occur in a class, its absence has a chilling effect on efforts to learn and to motivate one's general attitude toward the course. Classroom questioning encourages students' participation while teachers implement the following techniques effectively (Seime, 2002; Nunan, 1991; Sadker and Sadker, 2000; Stephen, 2006; Ur, 1996).

*Allowing Thinking Time:* Asking a question and enforcing a short pause before taking an answer allows slower learners to think, translate, and not be overwhelmed by the quicker/ smarter (not necessarily the same) learners.

*Think- Pair- Share:* Ask each learner to generate an answer and then share it with a partner. This allows a lower risk environment in which to develop an answer, which may or may not be shared with the whole group.

*Small Groups:* Small groups can be used to increase involvement in a number of using a 'safer' type question and answer. Techniques like think- pair- share, and group deliberations on a particular question are good at the start of the lesson, as learners will have the ability to share their ideas in a small group and gain advice and confidence.

Therefore, to increase students' involvement, teachers' teaching strategies play a great role. Good questions and good questioning strategies can make a fair teacher good and a good teacher great (Kerry 1982). In addition, through questioning strategies, learners can interact with each other and enhance their participation and communicative abilities (Ibid). Brown (2001) further suggested that employing questioning strategies may foster cooperation, promote critical thinking; enhance their sense of competence and self worth. Therefore, teachers should develop a broad repertoire of questioning strategies that help to find out factors that may be barriers for stimulating students.

To sum up, Seime (2002) and Zerihun (1995), Studies done in Ethiopia, pointed out that varied types of questions have to be used by teachers in order to promote teaching and learning. Even though these studies have contributed to teachers' questions and questioning strategies, no research is done with the intention of bringing to light some of the fundamental questioning strategies and their pedagogical implications to language learning in EFL classes. Therefore this study is an attempt along this line and endeavors to find out the most commonly used questions and what questioning strategies English teachers employ by identifying their types, levels, purposes and roles in teaching and how these strategies are manipulated in enhancing students' participation and use of language to make EFL class more interactive in Bati Red Cross 77Secondary and Preparatory School.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

The main purpose of this chapter is designing well organized methodology section that is more helpful to compile clear and good enough evidence by using stockholders and appropriate tools such as taking a sample from the total population (students, teachers and school) by using sampling techniques, data gathering instruments and procedures. The collected data, about the role of teachers' questions and questioning strategies, was analyzed through descriptive survey design or qualitative and quantitative analysis.

### **3.1. Research Design**

The researcher used descriptive research design in order to obtain complete and accurate information by designing a carefully planned procedure. Its main aim was to describe the data that compiled, grouped, ordered and tabulated in the form of frequency and percentage. Then the collected data, about teachers' questions and questioning strategies, was analyzed through descriptive survey design under each table to show clear information about the data and its findings.

### **3.2. Population of the Study**

#### **3.2.1. Population**

From the total preparatory students that were attending in Bati Red Cross 77 Secondary and Preparatory School, four sections were selected as a sample that had 192 students from ten sections consisting 529 students. Then 40 students were selected from the total sample size and also four teachers who were teaching in these grade levels were taken as a whole for observation, questionnaire and interview.

Assigning reflective teachers, in these grade levels, will help the students to become effective with the target language by increasing their participation and achievement. To check these, the researcher designed the programs and check lists to investigate teachers' types of questions and questioning strategies how teachers use these strategies properly by identifying their types, levels, purposes and roles in order to create good classroom situation in EFL class.

### **3.2.2. Sample Size and Sampling Technique**

Bati Red Cross Preparatory School teachers and students were taken as the targets of this study. All teachers who taught in these grade levels were taken since they were small in number. Four sections that consisted of 192 students, from ten sections having 529 students, were selected as the sample from the total population. Regarding its selection, from sample size, two sections were selected from grade 11<sup>th</sup> and the other two were from grade 12<sup>th</sup> using purposely. The total number of sample size was 192 students that the researcher used for observation in four sections, but he took forty students as a sample for questionnaire.

The researcher used two types of techniques: purposive sampling and simple random sampling. As Kothari, C.R. (2004) suggested, “At times, several methods of sampling may well be used in the same study” (p. 67). Thus, the researcher used purposive sampling for including two grade levels (grade 11<sup>th</sup> and 12<sup>th</sup>) in the questionnaire and also for assigning the number of participants from each section: 23 students from grade 11<sup>th</sup> (A- twelve students and B- eleven students and 17 students from grade 12<sup>th</sup> A, nine students and C- eight students). These selections of students were based on the number of students registered in each section. But he used simple random sampling technique for selecting four sections out of nine sections and forty students from the sample size in each section.

### **3.3. Instruments of the Study**

Whatever difficult it is to employ the exact instrument with the appropriate areas, under this subsection, the researcher used three data gathering instruments to achieve the objectives of the study. These were observation, questionnaire and interview. These tools were relevant to investigate teachers’ types of questions and questioning strategies to observe and to check how teachers’ questions and strategies motivate the students in order to make well practice with the target language and also to increase their participation and use of language. All instruments were described as follow:

#### **3.3.1. Observation**

To investigate teachers’ questions and questioning strategies how they actually employ in order to enhance students’ participation and their use of language, the researcher had made observation three times every week for every teacher within its intended time and place. As Gray (2004)

pointed out, Observation is not simply a question of looking at something and then noting down ‘the facts’. Observation is a complex combination of sensation (sight, sound, touch, smell and even taste) and perception. Observation involves the systematic viewing of people’s actions and the recording, analyzing and interpreting of their behavior.

For this reason, four teachers, in four different sections, were observed three times in three weeks with co observer by using check lists, stop watch and recording material to follow and check teachers’ types of questions and questioning strategies as well as the length of time that teachers gave for students after asking questions. The researcher observed each teacher three times using the structured observation check lists by putting /√/ mark on the list of items that the teachers perform and /X/ mark on the items they did not. The results of each observation were interpreted along with the results obtained from the data.

### **3.3.2. Questionnaires**

As Gray (2004) pointed out questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order. The study greatly depended on two types of questionnaire: Teachers’ and Students’ Questionnaire in the same pattern. The researcher used closed and open-ended questions for teachers and students. The first part of the questionnaire was composed of background information about teachers’ and students’, then the second part consisted of questions that asked about teachers’ questions and questioning strategies with ‘yes’/ ‘no’ for teachers and degree of frequency from ‘always’ to ‘never’ for students.

Teachers' questionnaire comprised fifteen items in three parts. The four items in the first part focused on the teachers' background. The second part of teachers’ questionnaire contained nine items and the third part also consisted three items. Students’ questionnaire composed of two items in part one and included thirteen items in the second part. Students’ questionnaire was prepared in English and translated in to Amharic. The translation was made because the researcher felt that it helps the students to understand the questions sufficiently and enable them to respond to the items in a better way. The questionnaire was distributed to the sample students and collected immediately after being filled in the classroom. Then the data grouped, ordered, and written number of respondents in front of each item including percentage using table. Finally, the researcher analyzed and interpreted the data of each table.

### **3.3.3. Interview**

Since the researcher believed as using interview helps to get meaningful information, he designed an interview questions for teachers. This tool also makes participants to have a freedom and a confidence to discuss what they feel without frustration. A well-conducted interview is a powerful tool for eliciting rich data on interviewee's views, attitudes and the meanings that underpin their lives and behaviors. In addition, it is a powerful way of helping participants to make explicit things that have hitherto been implicit – to articulate their tacit perceptions, feelings and understandings. (Arksey and Knight, 1999) the researcher interviewed participants in a quiet and peaceful environment in order to make them feel more comfortable to answer the questions.

The main purpose of the interview for this study was to obtain specific information in relation to teachers' questions and questioning strategies how they are important in enhancing students' participation and use of language practically. The interview data pointed clear direction for ideas that were unclear during observation and questionnaire. So the semi-structured interview, for teachers, was used because it allowed the researcher to get important input verbally in face-to-face on the issues of teachers' questions and questioning strategies.

The researcher made the interview in Bati Red Cross 77 Secondary and Preparatory School for four teachers by using semi-structured interview questions. He used note taking while making interview to record the idea of interviewees. Then, he analyzed the data by using description.

### **3.4. Procedure**

The data were gathered through observation, questionnaire and interview keeping its procedure. Before beginning the actual data collection process, the researcher outlined time table about the whole work to make easy and effective the research process. Firstly, he discussed on the observation checklists about contents and the ways how to observe in the class with non sample staff members. Then, they gave some comment on the numbers, types and levels items. In addition, the researcher discussed on the contents of questionnaires with non sample teachers to examine the structure, logical flow of ideas, the wording, clarity, length, and the order of the questions in the questionnaire. This usually helps to reduce questions that are mislead, and

unclear. Checking questions are phrased in ways that are clear, concise, and unambiguous, and free from jargon and abbreviations (Gray, 2004).

Then, the researcher again discussed on observation checklist with co-observer (he has been learning MA), identified the work of every week and provided orientation for selected teachers. Then, observation process was implemented within three weeks. Firstly, the observation was made within its intended time and place with the necessary materials such as checklist, stopwatch and recording by the help of co-observer. In each week, the researcher observed teachers' types of questions, questioning strategies, and classroom situation like students' participation, use of language, classroom organization and management. In addition, Blooms (1956), classification was employed in order to obtain the types of questions teachers ask in EFL classrooms.

To meet the objectives of the investigation and to obtain ample information, Care has been given in designing the questionnaire. For this, researcher prepared the questionnaire for four teachers and forty students; then he administered and collected the questionnaire within its time. The researcher also selected students by purposive and lottery system from four sections of two grade levels (grade 11<sup>th</sup> – 23 students and 12<sup>th</sup> – 17 students) of students. The students' questionnaires were translated into Amharic to avoid misunderstanding, but the teacher's questionnaire was written in English. In both cases the language is simple to understand.

In addition, the researcher made interview only for teachers in order to check some evidence that was unclear while observing the class as well as to get additional information. Finally, the data of all instruments were gathered, grouped, ordered, tabulated, analyzed and made discussion on the result.

For validity of instruments, the data were triangulated that is, observation, questionnaires and interview were used to gather data. As a result, it was possible to gather comprehensive information which helped the researcher to address the purpose and goal of the study. As a whole, all instruments were designed in line with the research objectives in order to increase both validity & reliability by attaining the truthfulness and repeatability of information gained from the subjects.

### **3.5. Data Analysis**

In order to achieve the intended objectives of the study, the compiled data from observation, questionnaires and interview were computed by using descriptive survey method or qualitative and quantitative analysis. The data were grouped, ordered, counted and listed in the table with its number of respondents by keeping the sequence of data. Then, the researcher analyzed the data by using clear description under each table with words, numbers and percentage using descriptive method.

To analyze and interpret the nature and types of classroom questions as well as questioning strategies, different ways of classifying questions could be used. Bloom's Taxonomy of Education objectives (1956) was considered to be the best classification in order to identify those questions concerned with factual, recall etc. In addition, Farrant's levels of questions were used to classify the types of teachers' questions as lower, middle and higher order. Other scholars such as Farrant (1980) and Perrott (1986) have accepted Bloom's classification as an important way of classifying questions. In this study, the data from direct observation of classroom teaching formed the major part of the analysis. As it has been stated, teachers questions are classified using Bloom's Taxonomy.

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

In this chapter, the gathered data through observation, questionnaire and interview would be presented and discussed as follow. The main purpose of the study was to investigate the role of teachers' questions, questioning strategies and students' participation what looks like in EFL classroom while asking and answering with the target language. The researcher, in the observation process, made the observation three times in three weeks on each teacher. The questions asked by teachers were expressed in terms of number and percentage. Interpreting questions into percentage could help to compare questions which were repeatedly asked in the classroom. In addition, under the table, the researcher described the data in words.

### 4.1. Data Analysis and results of Observation

#### 4.1.1. Teachers' types of Questions

Table 1: Types of Questions and Percentage of Distribution Based on Bloom's Taxonomy (1956)

Types of Q.	T1		T2		T3		T4		Total	
	No of Q.	%	No of Q.	%	No of Q.	%	No of Q.	%		%
Knowledge	21	20.4	18	17.5	19	18.5	18	17.5	76	73.8
Comprehension	8	7.8	7	6.8	3	2.9	6	5.8	24	23.3
Application	2	1.9	1	0.9	-	-	-	-	3	2.9
Analysis	-	-	-	-	-	-	-	-	-	-
Synthesis	-	-	-	-	-	-	-	-	-	-
Evaluation	-	-	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	-	-
Total	31	30.1	26	25.2	22	21.4	24	23.3	103	100

Total numbers of questions that were asked by four teachers during classroom observation in three weeks were 103. As data of Table 1 indicated, from these questions, 76 or 73.8 % of questions were knowledge questions; 24 or 23.3% were comprehension questions and also 3 or 2.9% of questions were application. Such types of questions (knowledge, comprehension and application) require recalling facts, ideas and terms that are used to check students'

understanding and also to make ready for the new lesson but the other types of questions were given no attention by the teachers.

According to this study, 73.8 % of the total questions were knowledge questions. They require only remembering and providing information or ideas which have been presented in previous lessons. In order to enhance thinking ability and participation of language learners as well as to increase the output, they use in questioning and answering, Knowledge questions play a little role in language teaching. In fact, teachers may use these questions to start a classroom discussion, for checking whether they did or not their activity and lead the communication or take the discussion in to higher levels of thinking. The other types of questions that require students to restate, differentiate, explain, and rephrase ideas or information was comprehension questions. In this study, the comprehension questions were about 24 or 23.3 percent of the total questions asked by the teachers. If there is a reading passage, students can be asked to compare ideas, out looks, and to rewrite a certain part of the reading passage in their own words.

For English language learners, application questions help them how to apply the rules/ process to a problem so as to determine the single correct answer to the situation based on knowledge and comprehension questions. While the researcher observed the teachers in EFL class, application questions not that much applied. From the total questions, only 3 or 2.9 percent of the questions were asked by the teacher. This also indicates as most of the teachers focused on knowledge and comprehension questions than the others.

On the other hand, as observed in EFL class, teachers didn't use analysis, synthesize and evaluation questions by including in their topics. They might have their own reason such as the nature of the lessons and the students' ability might not invite teachers to use these types of questions; the responses to these questions might be long and complex expressions which are difficult for the learners to use in the classroom and also these questions take more time. However difficult these types of questions are, it is better for teachers to use them as much as possible to encourage the students to make more practice with the target language and also to increase their participation and ability. The nature of these questions also need classroom organization like pair and group work, but there was no this situation in the class during classroom observation.

Table 2: Farrant's Classification of Questions Based on Their Levels

Classification	Numbers of questions	%
Lower order	76	73.8
Middle order	24 (comprehension) + 3 (application) = 27	23.3+2.9=26.2
Higher order	-	-
Total	103	100

According to Farrant's (1980), types of questions are classified in to three levels such as lower order, middle order, and higher order questions. Based on observed data in table 1, most of teachers' types of questions were focused on knowledge and comprehension that grouped in lower and middle order classification. Regarding the classifications of questions in the light of Farrant's order of questions, Most of the questions posed by teachers were lower order type or knowledge questions (73.8%). The middle order questions were used less frequently by teachers but questions of higher order were not asked in the observed EFL classes. As it has been stated, knowledge questions were given more attention than comprehension and application questions. Middle order questions were 26.2 % comparing with the total number of questions posed within 12 periods.

#### 4.1.2. Teachers' Questioning Strategies

As it has been discussed in chapter two, effective teachers always apply different strategies to create good classroom situation that can help to implement teaching learning process. From these strategies, questioning plays a great role to hold the students' attention, to encourage and enhance their participation. Being able to create such kind of situation in EFL classroom, it increases the classroom interaction between teachers and students and among students. Therefore, to meet the objective of this study, classroom observations were carried out and some of the strategies were identified: teachers' ways of nominating, distributing questions, modification of questions, wait-time and teachers' reaction as well as classroom organization and management. Therefore, the data of the observations were analyzed and discussed as follow.

#### 4.1.2.1. Nomination Strategy

The researcher used check list and video-recording material to collect the data while teachers were teaching in EFL classes. He made tick in front of each strategy while teachers nominated students for answering questions.

Table 3: Nomination Strategies Teachers Used in EFL classroom

No	Nomination Strategies	Frequencies	%
1.	Teacher named or identified student, and then asked question	8	7.8
2.	Teacher asked question, then named or identified the students	16	15.5
3.	Teacher asked question, then selected one student who can offer the answer.	67	65.1
4.	Teacher asked question, then asked for chorus response	12	11.7
5.	Some others nomination strategies are used.	-	-
	Total	103	100

As Table 3 indicated, 8 or 7.8 % of the questions were asked by the teachers after identifying the students' name. This strategy might encourage other students to be inattentive in the class and might not be alert to listen to the answers. In addition, it might be pursued frustration at the lower and middle level students; 16 or 15.5 % of the questions were asked, and then identified the name of the students randomly. This strategy helps to hold the attention of the whole class and to avoid repeating questions; however, it may follow frustration around few students.

In addition, 67 or 65.1 % of the questions were also asked first then, teachers selected one of the students who could offer to answer the question from raised hands and clever students. This way of nomination took the highest degree and also encouraged mostly clever and volunteers. But 12 or 11.7% of the questions were also asked first and chorus response followed. Despite the fact that chorus response facilitate teachers to check whether their students have understood the lesson or not, it cannot be taken as testifying device of their lessons. As a whole, teachers' ways of nomination more focused on specific students that regularly participate in the class without giving attention for weak and passive students. This also limited the number of participants and also discouraged the other students from attending the topic.

#### 4.1.2.2. Wait-Time

As literature proves, wait time enables pupils to think and participate in EFL classrooms effectively. According to this study, students were not given more seconds to think and answer question.

Table 4: Wait time given to Students to Answer Questions

Seconds	No of questions	%
1 second	23	22.3
2 second	49	47.6
3 second	31	30.1
Total	103	100

As Table 4 showed, 23 or 22.3 % of the questions were given one second to be answered; 49 or 47.6% of the observed questions were also given two seconds. In addition, 31 or 30.1% of questions were given 3 seconds for answering. It is believed that one can learn more from having more seconds to respond to higher order questions than lower order ones. As it has been indicated in table 1, all teachers' questions were knowledge than others. Although these types of questions may not require more than 2 seconds, it is better to give more time for low proficient students to hold their attention and to increase their participation since most of students' interest and level of knowledge with the target language was very less. On top of that, teachers may ask higher level questions and give more time to their students in order to make them think and respond to questions correctly and also these invite them to give more enough time.

#### 4.1.2.3. Distribution of Questions

Distribution is the process of giving questions out to several students for creating opportunity and interaction. Teachers can distribute questions in different ways such as for clever students, for the whole class, for weak students and so on. But it is better for teachers to learn and refine the best way that can encourage the whole students in EFL classrooms. Therefore, the researcher analyzed teachers' ways of distribution that mostly applied as follow.

Table 5: Distribution of Questions

	T1		T2		T3		T4		Total	
Qs. Answered	No of Qs.	%	No of Qs.	%	No of Qs.	%	No of Qs.	%	No of Qs.	%
By random	7	6.8	4	3.9	3	2.9	4	3.9	18	17.5
By volunteers	13	12.6	12	11.7	10	9.7	10	9.7	45	43.7
By the whole class	5	4.9	4	3.9	5	4.9	5	4.9	19	18.4
By teachers themselves	5	4.9	7	6.8	4	3.9	5	4.9	21	20.4
Unanswered	-	-	-	-	-	-	-	-	-	-
Total	30		27		22		24		103	100

As table 5 indicated, 18 or 17.5 % of the questions were answered by randomly asked students. This technique was proper for teachers to hold the attention of all learners on the lesson. While comparing this type of strategy with others, it was powerful to encourage students in order to hold students' attention toward the lesson and also to increase their participation. But this strategy was not observed in the real classroom situation while implementing appropriately and continuously by most of teachers.

In other distribution, 45 or 43.7 % of the total questions were answered by volunteers and clever students. It is advisable to give a chance for volunteers but providing more chance for volunteers than non- volunteers; it doesn't encourage the whole students to participate in EFL class. This can affect language learning in that some students may pay no attention to what is being done in the classroom and will have slim chance to improve the target language.

Moreover, 19 or 18.4 % of questions were answered by the whole class. Although such kind of strategy had its own benefits, it also had its own disadvantages, for example, some students were observed while reflecting sound without understanding; didn't give equal chance for the whole students; couldn't identify active and passive students and also classroom interaction and participation were poor.

Finally, 21 or 20.4 % of questions were answered by the teachers themselves. Teachers may answer the questions either they do not want to give more time to the students or the questions may be beyond the students' capacity. But this is not true because most teachers' questions were not a challenge that much. As the researcher observed, in observation class, many questions were answered by teachers especially in the class of two teachers by giving less chance for the students.

To sum up, techniques of teachers' question distributions more focused on motivating active and volunteer students. Due to these, teachers' ways of distributions limited students' participation and use of language. Therefore, it is better for teachers to set and give more questions in order to encourage and increase their participation to give equal chance for passive and weak students in EFL class.

#### 4.1.2.4. Modification of Questions

It is usual to modify unclear questions for students through different techniques such as repeating questions, giving clue, using native language, rephrasing and others. For teachers, it is important to select more valuable techniques that can encourage and help students to understand questions, to give correct answer, to participate actively and to make more practice with the language.

Table 6: Modifications of Questions

Types of modification	No of questions	%
Repeating questions	24	53.3
Rephrasing questions	-	-
Giving clue	6	13.3
Rephrasing with alternatives	-	-
Using native language	15	33.3
Total	45	100

As Table 6 revealed, 24 or 53.3 % of the questions were modified by using repetition for unclear questions; 15 or 33.3% of the questions were also modified by using native language for clarifying the questions and 6 or 13.3 % of the questions were modified by giving a clue. This implies that most of teachers' ways of modifications focused on repeating and using native

language by giving no attention for rephrasing and clue. But rephrasing is more effective type of modifications that helps the students in order to react with new words/ phrases, make more practice through the language and improve their language ability. Therefore, in observed classes, teachers made no attempt to modify or use new words that can convey the idea clearly to students except repeating questions and using native language repeatedly. This also limits the students' participation and language ability and also they develop to use native language rather than giving clue and rephrasing.

#### **4.1.2.5. Teachers' Reaction to Students Responses**

During question and answer session, students sometimes give wrong or silly answers. At this time, teacher should react with the learners in a good manner so as to treat them and increase their participation without frustration. Classroom observation data indicated that students were observed in giving wrong responses by using words, phrases and simple sentences. By the time, teachers did not deal with this in an abrupt or punitive manner. Rather they gently pointed out the error or guide the students to see how he or she was wrong and sometimes they ignored wrong answers.

In addition, they were also observed while making good reaction with the students' responses through praise (good, well done, excellent) and remediations (try again, go on, and sharpen your answer). The teachers also used non- verbal gestures to show their concord to students' answers by nodding their heads. Above all, teachers were observed rewarding responses using simple expressions. Generally, the teachers treated students' responses appropriately but here what the mistake was, these good ways of reactions focused only on active and volunteer students.

As questioning is one of the best methods of language teaching and learning in EFL classroom, teachers are expected to ask more questions, to give more opportunity to do in pair and in group and to encourage students in order to use the language during asking and answering questions. All these activities follow good result if only the teachers apply different questioning strategies that can give equal opportunity for the whole class.

#### 4.2. Data Analysis and results of Teacher’s Questionnaire

Teachers’ questionnaires were closed and open ended questions concerning teachers’ types of questions, questioning strategies and classroom management how they encourage students to make more practice with the target language in EFL classroom.

Table 7: Teachers’ Questions and Questioning Strategy

No	Activities	Options		
		Yes	No	sum
1.	Using different types of questions increase students’ participation in EFL class. State types of questions that you use if you say ‘yes.’	4	-	4
2.	You encourage your students to make more practice with the target language by using different strategies.	2	2	4
3.	Do you think that your questioning strategies help you to hold students’ attention on the lesson and also to increase their participation in EFL classroom	2	2	4
4.	Do you give opportunity for most of students to use language for asking and answering questions in EFL class?	1	3	4
5.	After asking question, giving more time can help the students to respond the questions and also to increase their participation.	3	1	4
6.	Your students have problems in using English language to ask and answer questions.	4	-	4
7.	The students’ problems that you have stated may affect the ways of asking question in EFL class	3	1	4

Based on data of table 7, the researcher analyzed the data and stated the results as follow:

As the gathered data indicated in Table 7, all teachers answered as they use different types of questions to increase students’ participation in EFL classroom. As they stated, the types of questions were focused on remembering and understanding (e.g. tag questions, yes / no questions, short answer questions). These types of questions represent knowledge and comprehension (lower and middle level questions). However good such kind of questions to

check the students' understanding and remembering about the contents they have learnt as well as to give hints to do well the higher level questions, they didn't support the students to make more practice with the target language, to widen their thinking ability; they didn't encourage the students to talk more and to share their ideas by taking a time.

Two or fifty percent of teachers responded as they use different questioning strategies to encourage students, to attract their students' attention, to increase their participation and interest as well as to help them to make practice with the target language. But the other two or fifty percent of teachers responded as they have a limitation to encourage the students by using different strategies. Teachers who answered 'yes' stated some reasons such as making free, slowing their discussion, setting easy and participatory questions, allowing them to make a dialogue, giving motivation and wait time. But these listed strategies weren't observed in the class. On the other hand, two teachers also listed the reasons as there were barriers to implement well the strategies such as lack of knowledge, experience and interest, shyness and afraid of making mistakes. Although their reasons are reasonable at both sides, it is better to make struggle until bring a change on the students' knowledge, ability and experience by using effective strategies.

Regarding opportunity, three or seventy five percent of teachers also responded as they do not give equal opportunity for students in EFL class. Their reasons were high number of students, lack of interest, knowledge and experience and weather condition. Although it is not expected to give equal opportunity for all students, it is possible to give a chance for most of students by setting different types of questions and questioning strategies to widen action zone in the class.

Although three or 75% of the teachers agreed as giving more thinking time is helpful to enhance the students' involvement including passive students, they didn't apply appropriately and regularly in the real classroom. Only one or 25% of teachers responded as giving more time by itself does not help students unless they have enough knowledge and experience how to understand and respond the questions.

Finally, all teachers answered as their students had a problem in using the target language during question and answer in EFL classroom. As teachers stated, some of the students' problems were lack of experience to ask and answer the question, shyness, afraid of making mistake and lack of

interest to follow and to use the language as well as inadequate knowledge. They also agreed as these problems follow impact on teaching learning process especially during questioning and answering.

While comparing teachers' questionnaire data with classroom observation, most of teachers had their own limitation in teaching learning process. They haven't been seen in using different questions and questioning strategies to hold the students' attention, to encourage them to use the language in asking and answering, to manage classroom discipline and to create good classroom interaction. This also indicated as teachers were not ready to take commitment to their work.

All in all, it is better to have all teachers the same awareness and understanding about questions and strategies with their types, degrees, purposes and role as they are powerful tools to manage teaching learning process in EFL classroom effectively.

Table 8: In what Extent Giving Wait-Time can help to get the Correct Answer?

Contents	No of respondents
To a very great extent	-
To a great extent	1
To some extent	2
To a limited extent	1
Total	4

As the data indicated in Table 8, 2 or 50% of the teachers believed as giving more time for students help them to some extent; 1 or 25% of teachers also believed as it helps the students to a limited extent and the other one believed as it helps to a great extent. Therefore, most of the teachers' respond showed as the degree of giving wait time help students with some extent.

Since some teachers have no more awareness on this questioning strategy, the students' thinking ability and participation might not be developed well and also they couldn't improve their language ability.

Table-9: If Your Students do not understand the Concept of your Question which Method will you apply frequently for Clarification?

Contents	No of respondent	Total
Repeating question	4	4
Giving clue	-	-
Rephrasing question	-	-
Rephrasing with alternative	-	-
Using native language	4	4
Others	-	-

Based on the data of Table 9, all of the teachers answered as they use repetition and native language regularly for clarifying unclear questions. Therefore, one of the ways that help students to encourage and to use the language is giving opportunity for them to ask and answer questions. It is better for teachers to use rephrasing and clue while modifying questions rather than using repeating and native language because rephrasing and giving clue help the students to understand new words, phrases and methods. Using repeating and native language is not that much bad but their benefits are very less for practicing English language.

#### 4.2.1. Open ended Questions

1. What types of questions do you use frequently in EFL class? For what purpose do you apply questions?

From teachers' responses that they listed, the researcher took the following types of questions as a sample: Wh-questions, yes or no questions, short answer questions and tag questions were the most commonly used type of questions. In addition, they stated the reasons why they use these types of questions: to check their understanding, home work and class work, to identify active and passive students, to create competition among students. As the data of question no. 1 indicated, teachers frequently use knowledge and comprehension questions in EFL class. These questions also limit the students' participation and use of language. They do not encourage students to talk more, to discuss taking time in group, etc. Therefore, teachers' ask questions for checking their understanding, for remembering what they have learnt, and for creating

competition between learners. This implies that teachers' questions didn't encourage students to practice the target language, to improve their language ability and creative in EFL classroom.

2. If your students do not understand your questions how can you clarify for the students?

The researcher took the most frequently listed ways of modifications teachers more used in the class. Three teachers answered as they used repeating questions and using native language, but one teacher answered as he uses hint or clue and simple words in addition to repeating and native language for clarifying unclear questions. When compare and contrast the two groups of teachers with their ways of modification, those who used clue and simple words were more effective in order to help the students to know new words and ideas. This also helps the teachers to hold the students' attention, to create good classroom interaction and participation. Repeating and using native language are the final option that should be implemented i.e. if the students cannot understand clarification of other options.

3. As a teacher how can you minimize problems that may happen in EFL class to create attractive and effective teaching learning?

Most commonly listed mechanisms by most of the teachers were: creating good classroom situation, setting good classroom activities for attracting and encouraging students, preparing different types of questions, using different questioning strategies, and using different classroom organization (pair and group work, role play). Although teachers stated different types of techniques that used to minimize the students' problems, they weren't observed while implementing in the classroom.

### 4.3. Data Analysis and results of Students' Questionnaire

Table 10: Types of Question and Questioning Strategies

No	Items	Responses									
		Always		Often		Sometimes		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1.	English language teachers use different types of questions to enhance students' Participation.	8	20	6	15	20	50	6	15	40	100
2.	English language teacher's questions focus on closed ended questions (yes or no questions, tag questions, short answer questions.	18	45	3	7.5	11	27.5	8	20	40	100
3.	Your teachers' questions are done in pair and group in EFL classroom.	2	5	5	12.5	22	55	11	27.5	40	100
4.	English language teacher encourages the students to ask a question by using a target language.	7	17.5	2	5	24	60	7	17.5	40	100
5.	English language teacher gives a chance for most of the students to ask and answer questions for increasing their participation.	3	7.5	4	10	22	55	11	27.5	40	100
6.	English language teacher changes students' seating position while doing activities to create classroom interaction in EFL classroom.	4	10	4	10	14	35	19	47.5	40	100
7.	English language teacher's questioning strategies help the students to improve the English language ability.	8	20	4	10	12	30	16	40	40	100
8.	English language teacher uses different questioning strategies to hold your attention and to increase your participation in EFL classroom.	6	15	2	5	12	30	20	50	40	100
9.	English language teacher gives for students enough thinking time after asking a question.	6	15	10	25	18	45	6	15	40	100

Based on data of table 10, the researcher analyzed the data of students' questionnaire concerning types of questions and questioning strategies as follow:

The data of Table 10 indicated, 8 and 6 or 20% and 15% of the students responded as their teachers always and/or often use different types of questions; 20 or 50 % of the students' response also indicated as some teachers sometimes use different types of questions. On the other hand, 6 or 15% of the students responded as teachers never use different types of questions to motivate and increase their participation. This is so dangerous and the teachers should change their ways of teaching to make the class more interactive. As a whole, teachers' types of questions should be set appropriately with its time for all students by all teachers that can encourage students to increase students' participation and use of language as well as to improve their language ability.

In connection with questions, 18 + 3 (21) or 52.5% of the students responded as teachers' questions regularly focused on closed ended. So, most of teachers' questions measure more students' understanding and remembering. On the other hand, 11 or 27.5% of students responded as teachers sometimes use closed ended types of questions. This indicates as teachers might use other types of question (like application/ analysis/ synthesis/ evaluation questions) to develop students' language ability, participation and interaction. In addition, 8 or 20% of the students responded as teachers' questions did not focus on closed ended. These students ensured as teachers applied either other types of question rather than closed ended or not use any questions in EFL classroom.

Regarding data of table 10, 7<sub>(2+5)</sub> or 17.5% of the students responded as teachers' questions are always or often done in pair and group. This helps the students to share more ideas with the language, to have confidence, to increase their participation and action zone in EFL class. 22 or 55% of the students responded as teachers' questions are sometimes done in pair and in group. Therefore, teachers' ways of teaching more focus on lecturing and individual work. This also does not help the students to make more practice with the language effectively. On the other hand, 11 or 27.5% of the students also responded as teachers' questions are never done in pair and group work in EFL class. These students, therefore, need more support from the teachers to use the language actively by forming pair work, group work and others that can encourage the whole class. To make the class more interactive, participatory and effective with the target

language, teachers should use reflective ways of teaching like student- center teaching method pair and group discussion.

Based on data of Table 10, most of teachers didn't motivate the students to use the target language in asking and answering questions. For example, only few (9 or 22.5 %) of students responded as their teachers regularly encourage them to use the language; 24 or 60% of students responded as teachers sometimes motivate them. On the other hand, 7 or 17.5 % of the students responded as their teachers never encourage them. This implies that the students use either native language to ask questions or they do not ask questions. Due to these and others, students' language ability and proficiency become low.

Regarding classroom opportunity, 7 or 17.5% of the students responded as they get a chance for asking and answering regularly; 22 or 55 %of the students also responded as teachers sometimes give opportunity for the students but 11or27.5% of the students answered as some teachers never give a chance for them by using different questioning strategies. As these data indicated, most of students do not get a chance regularly to ask and answer questions. Giving less opportunity for less students or giving no attention for the majority of students follows a negative impact on students' participation and use of language. So teachers should encourage all students using different strategies in order to make teaching interesting and participatory. Regarding the participation of pupils in the classroom, it has been observed as only limited students gave responses to teacher's questions. But the majorities of pupils were observed listening, talking, and sleeping on the desk rather making participation. Most of teachers' questions were turned toward themselves without students discuss on questions and finally, the teachers gave response.

The main purpose of changing the seating position of the students is to make the classroom more interactive and participatory while doing the questions by organizing pair or group discussion or by mixing the groups. Relating with this issue, 19 or 47.5% of the students responded as most of the teachers never change the students' seating position during classroom activity; 14 or 35% of the students answered as their teachers sometimes try to change the students seating position. On the other hand, 8 or 20% of the students responded as teachers always or often change the students' seating position to create good classroom interaction and participation. While relating these data with classroom observation data, teachers' classroom organization was not much attractive to mobilize the whole class effectively as well as they weren't observed using different classroom organization to widen action zones in EFL classroom.

Moreover, 12 or 30% of the students responded as teachers questioning strategies encourage them to improve their language ability and proficiency; 12 or 30% of the students responded as teachers only sometimes help them; on the other hand, 16 or 40% of the students responded as their teachers do not help them to improve their English language ability. From these data analysis, the researcher took up as only few teachers are ready to help students for better participation and achievement. Comparing these data in observed classroom, most of strategies focused more toward teacher center, not encourage and give opportunity for students to make practice in detail with the language ( i.e. most of teachers' teaching strategies had limitation).

Based on data of Table 10, 16 or 40% of the students responded as their teachers give them enough time to think about questions regularly; and 18 or 45% of the students also responded as their teachers sometimes give them sufficient thinking time. On the other hand, 6 or 15% of the students responded that their teachers do not give them enough time to think about question and to get the correct answer. While comparing students' data with observed data in the real classroom, most of teachers did not give enough thinking time regularly for students during question answer. For example, teachers were observed asking questions then began to ask other students without check the first one and then gave a response for themselves without giving sufficient time for students. As a whole, teachers' questions and strategies need more modification with their types, degrees and purposes to encourage the students toward the lesson.

Table 11: English Language Teacher Nominates The Students In EFL Classroom.

Ways of nomination	Frequency	%
identify the student, then asks question	4	10
ask question, then call the name	9	22.5
ask question, then the whole class answers together	8	20
ask question, then select one from raised hands (volunteers)	19	47.5
Others	-	-
Total	40	100

As the data indicated in Table 11, 4 or 10% of the students responded as the teachers first identifies the name of the students and then they follow the questions; 9 or 22.5% of the students also responded as some teachers identify the name after asking the questions; 8 or 20% of the

students responded as teachers ask the question first and then ask the whole class to answer together; but 19 or 47.5% of the students responded that teachers nominate the students most of the time by selecting from volunteers after asking questions. Similarly, teachers were observed in the classroom while distributing questions for raised hands, volunteers and clever students more frequently. This implies that teachers do not give equal opportunity for all students while distributing the questions, so teachers' questioning strategies ignored many students and only encourage few students through their questions.

Table 12: English language teacher always asks question to be answered by students in EFL class.

Items concerning ways of answering	Frequency	%
randomly	6	15
volunteers (who raised their hands)	20	50
the whole class for chorus	10	25
select from volunteers that can answer	4	10
Total	40	100

According to the data of Table 12, 6 or 15% of the students responded as teachers ask questions randomly; 20 or 50% of the students also responded as half of the teachers ask the volunteers in EFL class; 10 or 25% of the pupils answered as teachers ask the whole class. On the other hand, 4 or 10% of the student answered as teachers ask questions by selecting the students who can offer the answer from the volunteers and clever students. Here again, teachers didn't give equal opportunity for students while asking questions.

Table 13: During asking question and giving answer time, students are afraid of asking a question by using the target language.

Choice	No of respondent	%
Yes	28	70
No	12	30
Total	40	100

The data of Table 13 indicated, 28 or 70% of the students responded as they are afraid to use English language for asking and answering, but 12 or 30% of the students responded as they

don't afraid to use the language. The students that are afraid to ask the question by using the language stated some of the reasons. Most commonly listed reasons by many students were: afraid of making mistake; lack of knowledge and experience how to ask and answer by using English language; developing over use of native language in EFL class than the target language; unclear teachers' questions and questioning strategies (i.e. number of questions were less and e strategies didn't give equal opportunity to have a confidence and to practice the language well.)

The students also listed some solutions that can minimize the above problems: encouraging the students to have a confidence to use the language effectively, using different types of questions and questioning strategies that can help them to make more practice with the target language; giving more opportunity for the whole students to do in pair and in group; using only English language through the period unless words/ phrases become unclear for them as well as giving enough time to think more on the question to get the correct answer and also to enhance their participation.

#### **4.4. Data Analysis and Results of Teachers' Interview Questionnaire**

1. Why do you ask questions in EFL class?

From the list of teachers' responses, the research took the most common reasons to analyze the data: to check students understanding, knowledge, to identify active and passive students for helping and to activate them to attend the lesson. Therefore, teachers mentioned some reasons why they ask and used in the class. Here, the problem was their questions limited the number of participants.

2. What type of questions do you use regularly in EFL class? Reflect some of the questions that you use in the class based on future tense and adjective.

Regarding data of interview question, most teachers reflected wh- questions, yes/ no questions, tag questions, and statement question. In connection to this, the following questions were stated by the teachers concerning future tense and adjective as a sample.

##### Future tense(types of questions)

1. What does mean future tense?
2. How can you express future action?

3. Which one describes the future action?
  - a. I am going to school tomorrow.      C. I will study English tomorrow
  - b. I am going to study English tomorrow.
4. Identify the difference between the above three sentences based on:
  - a. Form (structure)                      B. meaning
5. From question no. 3- which one express an action that planned/ decided to happen in the future?
6. Which one is adjective? (belt/ big/ large/ lion/ hour/ hot/sit)

Adjective (types of questions)

1. What does mean adjective?
2. How adjectives can be formed?
3. What is the difference between base adjective and extreme adjective?
4. Identify the extreme adjectives from the following lists

Fat, white, spotless, happy, good, large, wide, beautiful, fast, hard, massive , excellent, big, tiny, interesting, nice, amazing, wonderful, attractive, angry,

5. Which adjectives have similar form with an adverb?
6. Construct a sentences by using five adjectives from the above listed?

The above questions were commonly related with knowledge and comprehension. While comparing this result with other instruments' results, they are similar and also they take the highest level.

3. In what extent your questions encourage students to make more practice with the target language? How can you encourage them?

Based on their reflection, half of teachers encourage students to some extent, few of them also to a very great extent and others to a limited extended. Students' lack of knowledge, experience and interest were the reasons for the teachers who encouraged the students to a limited extent. As the data indicated above, most of teachers' ways of encouragement was so less. Due to this and others, students' classroom participation, interaction and language practice became poor. Therefore, it is better for teachers to increase and improve their language teaching strategies in EFL class.

4. What types of teaching method do you use to help the students to make more practice the target language in the classroom?

As most of teachers stated, questions and questioning strategies play a great role and also powerful technique in order to create good classroom involvement and interaction. Although teachers believed that the techniques are very important to increase the students' involvement, practically teachers were not observed in EFL class. Therefore, it is better for teachers to implement practically what they think in order to help the students.

5. How do you nominate the students during question and answer regularly?

Most of the teachers stated the ways of nomination such as first they ask question, then select the volunteers and clever students that can answer; or they ask question, then give for chorus. This implies that all teachers give a chance regularly for clever and volunteers that can ask and answer the questions, but they ignored most of the students that found at lower and medium level during they do the activities. Therefore, these students need more support and encouragement from their teachers in order to do more practice through the language, to increase their confidence and participation as well as to improve their language ability.

6. If your students can't understand your question, how and how often do you modify unclear question for students?

As teachers stated in their responses, they used repetition, native language, clues and pictures. From these ways of clarifications, repetition and using native language take the highest degree in modifying unclear questions and also used clues rarely. On the other hand, they didn't state rephrasing and rephrasing with alternation in their response that could encourage the students to develop new words or phrases. So it is advisable for teachers to give priority for clarifying words/ phrases using clues and rephrasing if not using repetition or native language.

7. In order to increase students' participation and their use of language, what type of classroom organization do you apply and how often after you give the questions/ tasks? Why?

Concerning this question, teachers listed the following methods: individual, pair, group and role play. In addition, they told as they used individual work most of the time; sometimes pair work and rarely group work. Moreover, they stated some reasons why not use pair and group works in

everyday class: high number of students, bad weather condition, less interest of students and also teachers by themselves and other related issues.

Comparing with classroom observation and students' questionnaire data, most of teachers didn't give enough questions and thinking time for students that could help them to practice the language in pair and group discussion. For example, they were observed asking a student factual or display questions that were small in number and simultaneously asked other students without checking the first one; then they responded for themselves. Then, the researcher asked on the interview why they used the above teaching method while doing the questions, and then they reflected some reasons such as to save time to cover the daily lesson; lack of knowledge to understand the concept of questions, less experience of students to ask and answer the questions with target language. Most of the teachers developed the habit of writing on the board and lecturing for the students rather than encouraging students to make more practice with the target language.

#### **4.5. Discussion and Interpretation**

Based on the findings of this study, the researcher demonstrated the following discussion concerning the role of teachers' questions and questioning strategies how practically they implemented it to increase students' participation and use of language in EFL class. All findings of this study were stated based on the data of observation, questionnaire and interview.

As the findings showed, in terms of types, levels and purpose of teachers' questions convey in the class, 76 or 73.8% of questions were knowledge and 24 or 23.3% of questions were comprehension that were implemented regularly. The most frequently implemented types of questions were yes/no, wh- question, short answer and display or convergent type questions. The responses of questions were simply recalling words, phrases and factual information that didn't invite students to give more explanation by taking a time. On the other hand, teachers didn't use divergent or higher order questions that could provide a free production and active use of the target language. In steady, they used mainly lower and middle order of questions which had few benefits for developing students' participation and use of language practically.

Therefore, knowledge and comprehension or convergent questions could provide limited opportunities for limited students to produce facts or pre-formulated language items and also discouraged students to communicate with their own ideas (i.e. did not invite them to give more explanation and discussion). Good and Brophy (1987) explained that teachers who restrict their questions to a small group of active and high achieving students are likely to communicate undesirable expectations and generally to be less aware and less effective. Thus, in question answer exchanges, variety of questions are very important especially the questions that can help students to make practice intensively with the target language while sharing their ideas and feelings in discussion.

The other research issues were teachers' questioning strategies. Here, as the data indicated, teachers' ways of question distribution focused on active and volunteer students by giving no attention to weak and passive students. To make sure this, 45 or 43.7% of questions were distributed for clever and volunteers and also 21 or 20.4% of questions also answered by teachers. This also limited the number of participants and the students had slim chance to improve their participation and use of target language in EFL classroom. This implies, most of

the students were not taken into consideration during asking and answering. As Tsui (1995) put it ‘‘ Most of teachers tend to allocate more turns to students who are active in class and always ready to volunteered answers’’ (p. 75). In supporting this idea Nunan (1991) commented that distributing questions among all students is very essential to language learning.

Moreover, from the total number of questions, teachers modified 24 or 53.3% of questions by using repeating and 15 or 33.3% of questions through native language. As a result, using frequently such kinds of clarifications may follow impact in language learning and also the desired behavior could not be achieved because they limited students to practice new words and ideas in asking and answering. Kissock and Iyortsuun (1982) suggest that EFL teachers should avoid repeating questions which will not help to keep the attention of all students. If a teacher has the habit of repeating questions, many students do not listen at first as they are their teachers’ habit (ibid).

Regarding wait-time, teachers did not give enough wait time for students in order to practice the target language effectively by understanding the advantage and the role of wait time. Sadker and Sadker (2000) stated in their work that a key benefit of extending wait-time is an increase in the quality of students’ participation even from students who were previously silent, passive and weak. Similarly, research showed as teachers often use a very short wait-time (e.g. one second) after having posed a question, which is insufficient to enable students to respond (Richards and Lock harts, 1994). For instance, from the total questions asked in observation classes, teachers provided 1 second for 23 or 22.3% of questions and 2 seconds for 49 or 47.6% of items. This showed as most of the questions were given little time or less than three seconds. This also discourages students to do well, to participate actively, to practice the language in pair and group discussion.

Although teachers had a positive reaction with students’ responses in EFL classes, this positive reaction were observed encouraging only more achievable learners giving no attention for inactive and weak students. Moreover, students’ lack of interest, lack of knowledge and experience how to ask and answer questions, shyness and afraid of making mistakes and hotness of weather condition were some of the barriers that were observed in EFL classes during asking

and answering questions. These barriers could follow an impact on teachers' questions and questioning strategies because of teachers' carelessness, lack of knowledge and experience.

The result of this study is similar to the study of Aklilu (2009) and Zerihun (1995) with few issues. Aklilu (2009) investigated teachers' implementation of questioning strategies. The study was found that most of teachers spent their time on asking recall or knowledge and closed ended questions. Due to such types of questions, learners were ineffective in asking teachers. In addition, Zerihun (1995) focused on how students answer and teachers ask questions in the class. The findings of this study also indicated as teachers spent more time in talking and also asked the same type of questions commonly. They mentioned teachers' questions were knowledge and also suggested as wait time had a positive effect on students' language ability as well as teachers react positively during question answer.

Although the findings of this study shared with the findings of the above local researchers, the past research thesis only focused on types of questions, wait time and teachers' reaction during question answer. But this research topic focused widely on the role of teachers' questions and questioning strategies how and how much the strategies were implemented to increase students' participation and use of language in EFL class. Considering these issues, the researcher pointed out as teachers' questions had limitations with its number, degree and quality in encouraging students in EFL classroom. At the same time, the strategies were too weak to mobilize the whole class (i.e. the strategies were not interesting, valuable and extension). Moreover, while comparing data of classroom observation with some data of teachers' questionnaire and interview, teachers were not observed apply practically what they thought and told. Thus, this study revealed as teachers' questions and questioning strategies had limitations and also followed an impact to enhance students' participation and use of language, to hold their attention and interest.

As a whole, relating the results of this study with different scholars and researchers' works, which mentioned under chapter one and two, the researcher pointed out that some of teachers' problems that were implemented in the classes: unable to hold students' attention and to increase their participation; using less questions that only need to give short answer; giving limited opportunity only for limited students; spending much time using native language and repetition

for clarification, and applying only individual work for class organization while doing activities. But, these barriers could be solved if teachers did sufficiently and effectively on questions and questioning strategies from planning stage up to implementation.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1. Summary of the major findings**

The researcher, under this section, described the main issues of the research discussed thoroughly earlier that related to the research objectives of the study. In addition, the findings were stated that were drawn from the data of observation, questionnaire and interview as well as the recommendation was suggested based on the findings that could support the teachers to implement the target language particularly in EFL classroom. Thus, the main purpose of this research was to investigate teachers' questions and questioning strategies that most commonly employed in order to make more practice with the target language. In addition, the researcher observed how the strategies motivate all the students to do well, how the teachers also made follow up discussion and used classroom organization that could increase the students participation and interaction like pair work, group work and others. The research program, therefore, attempted to identify: teachers' types of questions with their levels; questioning strategies teachers employed during asking and answering and also classroom management; and factors that may affect questioning strategies in EFL classroom.

In order to attain the research requirements, the following procedures were implemented thoroughly.

- The research area was selected i.e. school, grade levels and number of population that should be included in the research (4 – preparatory teachers, 40 - preparatory students out of = 192). Samples were selected through purposive and simple random sampling technique
- Set observation checklists and questionnaires for both teachers and students but interview for only teachers. Then, discussed on the checklists with co-observer how to use and record data
- Observed 4 selected classes 3 times in 3 weeks by using checklists, stop watch and recording materials.
- Tallyed and recorded the observed data regarding teachers' questions, questioning strategies, students' participation and other related issues.
- Finally, the result of the data were presented and interpreted by using frequency, percentage and description in comparison with relevant literature.

Although each question type had its own advantage for language teaching learning, it was better to select the best question type that could help students to make more practice with target language and to produce new ideas especially at these grade level. As classroom observation data indicated, 76/ 73.8% of teachers' questions were knowledge; 24/ 23.3% of the questions were comprehension and 3 /2.9% of the questions were application. These types of questions are called factual or convergent questions since they require short and pre-conceive answers. As to their levels, knowledge questions are lower order while comprehension and application are middle order. Even if such kinds of questions are so easy to answer the questions, they have less contribution in order to widen the students' horizon of thinking ability and creativity as well as in building well organized classroom interaction for increasing their participation.

Regarding questioning strategies, as the observed data indicated, 49/ 47.6% of the questions were asked before selecting the students who can offer the answer from volunteer (raised hands); 28/ 27.1% of the questions were also asked and then the students were identified, moreover, 18/ 17.5% of the questions were asked, and then chorus response followed. As a whole, teachers' ways of nomination more focused on clever and volunteer students that gave no attention for passive and weak students. This means, most of students didn't get a chance to ask and answer questions to practice the target language. In addition, their strategies didn't motivate learners to attend the lesson properly and also to participate actively.

Concerning distribution of questions, more than 83% of the questions were answered by active and volunteer students as well as by the teachers themselves. This implies that most of teachers did not give equal opportunity for class students during distributing the questions. This type of distribution, therefore, increase a number of passive learners; create bad classroom interaction; discourage students who wish to participate and improve their language ability and creativity through process and also follow lack of confidence in class. To ensure this, only 17.5% of questions were answered randomly after questions were asked. It is better to hold students' attention and also to increase their involvement in practicing the target language.

In addition, it is expected as most of teachers are used different types of modifications in order to make clear the concept of complex words/ phrases that are difficult to understand; to know new words/ phrases and ideas that related with unclear words. As it was observed in the classroom

and obtained from the collected data through questionnaire and interview, the attempt made by the teachers to modify questions was inadequate to organize or build effective interaction. To make it ensure based on the data, modified questions were 24/ 53.3% through repetition and 15 / 33.3% using native language. These types of modifications do not much advisable to use a lot in language class except students cannot comprehend with other modifications and also they don't encourage students to use the language regularly. Although rephrasing and giving clues are more supportive for students for developing their vocabulary ability (new words, phrases and ideas), no one was observed trying them in the classroom.

Finally, as the data of observation, questionnaires and interview indicated that most of teachers were observed spending more time on writing and lecturing i.e. focus on teacher center. The students haven't been given enough thinking time while asking and answering questions. In addition, teachers were observed in using only individual work ignoring others (pair work, group discussion, and role play). Thus, teachers' teaching strategies had its own limitation in motivating, participating and providing opportunity for students in EFL classroom.

## 5.2. Conclusion

So far teachers' questions and questioning strategies were observed thoroughly how they were effective in order to increase students' participation and use of language to make more practice the target language in EFL classroom. Factors that affect questioning have been pointed out based on the data of observation, questionnaires and interview. As it has been stated in the analysis, the teachers asked on an average, less than 9 questions per period. It might be possible to say that most of the lesson time was devoted by the teachers in writing and lecturing rather than setting much more questions and giving more time to discuss on them in detail.

Although teachers used knowledge and comprehension questions in EFL classroom; number of knowledge questions took the highest percent from the total questions. Both types of questions require recalling words/ ideas, short answers and also encourage rote learning. In addition, they provide limited opportunity to students to practice the language. Concerning their levels, knowledge questions are lower order and comprehension questions are middle order. But any teacher did not use higher order questions in observed classrooms that require students to explore real and complex issues to analyze, synthesize and evaluate. Therefore, the practice of teachers' questions had problem of increasing students' interest and use of language in EFL classroom.

Regarding questioning strategies, most teachers' ways of nomination, distribution and modification of questions could not motivate the students to increase their involvement in the class. In addition, the strategies could not give opportunity for the whole class to make practice with the target language. For instance, teachers were observed selecting active and volunteer students who can answer; many questions were responded by clever students and teachers rather than giving more chance for passive and weak students; teachers also used mainly repeating and native language as modifying devices when students were unable to understand their questions. Moreover, students were given little time that couldn't help them to think more about questions to respond the correct answer and also to give more explanation. As a result, most of teachers didn't use appropriate and effective questions and questioning strategies by identifying their types, levels, purpose and roles. Therefore, the questions and the strategies were not much interesting, extension and available.

The other observed issues that could be controlled by teachers' questions and questioning strategies were classroom organization and management. Since their strategies had limitation, students' attention was out of lesson and preferred talking, sleeping on desk and disturbing; their participation was also very less in number and in quality. In addition, teachers focused on only on teacher center i.e. writing, lecturing and giving few questions that were done individually by clever and volunteer students. Teachers didn't use pair and group discussion that were more powerful so as to enhance the students' participation and also to improve their language ability and creativity. Concerning teachers' reaction to student's responses, the finding confirms that teachers treated students' responses positively with high quality of appreciation. For instance, they used praise and remediation but these fantastic reactions were only for those students who were active and volunteers that found regularly in action zone.

Finally, based on data of observation, questionnaire and interview, most of teachers had limitations in implementing questions and strategies in EFL classes. As data of observation indicated, some teachers have no enough knowledge and experience how to ask and why do they ask the questions in EFL classroom. Most of their teaching methods indicated as they didn't use questioning strategies as the main teaching instruction i.e. they didn't apply questioning purposely. So giving less attention for teaching strategy, it followed poor classroom situation during teaching learning process. To ensure this, teachers couldn't attract students' attention and interest; students' participation and use of language were so less; they have lack knowledge and experience to ask and answer with the target language; and most of students couldn't get an opportunity of asking and answering. Weather condition, Shyness and afraid of making mistakes were the other factors that were observed in the classrooms. To be created all these challenges in EFL class, the practice of teachers' questions and questioning strategies played a great role.

### 5.3. Recommendation

This study is a limited-scale research and therefore, it needs to be improved and generalized to a greater number of teacher observation and classroom exploration in order to reach more language classes and reveal more findings to compare the ones presented in this study. Hence, on the basis of the findings and conclusions drawn from them, the following implications could be recommended.

- Teachers should prepare their questions purposely before they come to the classroom to minimize faults in formulating questions and would be clear about the purposes and the roles of asking questions.
- Questions that require remembering of facts from pupils should be minimized because such questions limit students to explain their ideas in detail and to create good classroom participation.
- Teachers should give more attention on higher order level (open ended and process types) of questions that can motivate students to arouse curiosity and interest to the lesson and to develop their higher level of thinking ability.
- Lower and medium students should be given a chance like clever & volunteer students by setting interesting, valuable & extension questions and questioning strategies.
- It is better to use more rephrasing and giving clues to activate the mind of students for new words and ideas in asking and answering sessions. Using native language is not advisable in EFL classes.
- Students should be given more thinking time especially for medium and lower level students to practice well the target language whether questions are simple or not.
- The researcher believes as teachers must be given continuous pedagogical training especially focusing on questions and strategies relating with their types, levels, purposes and roles.
- The researcher suggests doing more for teachers or others who have insights to do research on this topic since it is researchable.

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## APPENDICES

### Appendix-A: Bloom's Classification of questions

Table 1 Types of questions Based on Bloom's Taxonomy (1956)

Types of questions	T 1		T 2		T 3		T 4		Total	%
	No of question	%	No of question	%	No of question	%	No of question	%		
Knowledge										
Comprehension										
Application										
Analysis										
Synthesis										
Evaluation										
Unclassified										
Total										

## Appendix-B: Farrant's Classification of Questions

Table-2 Classification of Questions Based on Farrant's (1980)

Classification of Questions	Tally marks	Total	%
<p>Lower order Questions:</p> <ul style="list-style-type: none"> <li>• Students are asked to define concept, term, an idea</li> <li>• Recall/remember previously learned fact,</li> <li>• List facts</li> <li>• Identify procedures and questions that can be answered by a word, yes, or no.</li> </ul>			
<p>Middle order Questions students are asked to:</p> <ul style="list-style-type: none"> <li>• Express an idea in their own word;</li> <li>• Make comparisons between idea, concepts</li> <li>• Explain concepts</li> <li>• Summarize procedure/steps</li> <li>• Demonstrate their view side</li> </ul>			
<p>Higher- order Questions students are asked to:</p> <ul style="list-style-type: none"> <li>• Determine parts of a problem</li> <li>• Relate parts</li> <li>• Analyze ideas</li> <li>• Put ideas together</li> <li>• Asses procedures, steps or ways</li> <li>• Give conclusions</li> </ul>			

### Appendix-C: Observed Types of Questioning Strategies

Table 3- Types of Nomination Teachers Used

Strategies	Frequency	Total
Teacher identifies the student, then asks the question		
Teacher asks the question, then identifies the students		
Teacher asks the question, then selects one of the students who offers to answer		
Teacher asks the question, then asks for chorus response		
Some other nomination strategies are used		

Table4 -Distribution of Questions Teachers used

Questions answered by	No of questions
Randomly asked students	
Volunteers	
The class as a whole	
The teachers themselves	
Unanswered questions	
Total	

Table 5-Ways of modification

Types of modification	Frequency	Total
Repeating questions		
Giving clues		
Rephrasing questions		
Rephrasing with alternative		
Using native language		

Table 6- The given wait-time to students

Second	Number of questions	%
One		
Two		
Three		
Four		
Total		

## Appendix-D: Teachers' Questionnaire

Dear teacher,

I am conducting a research on the types of teacher's questions and questioning strategies in English language classrooms. Hence, I politely request you to give your responses. Thank you for your help.

Part one: Information About yourself

Instruction: To respond the following items dealing with you, put a tick mark '√' in the boxes provided.

1. Sex :  Male  Female
2. Education Background:  BA  MA  PhD
3. Experience in teaching Language:  5Yrs  6-10 Yrs  Above ten yrs
4. Total number of students in the Class -----

Part Two: Please put '√' below your choice for the following questions

Table 7-Teachers' Questionnaire: Questions and Questioning Strategies.

Activities	No	Yes
Using different types of questions increase students' participation in EFL class.		
After asking question, giving more time can help the students to respond the questions and also to increase their participation.		
You encourage your students to make more practice with the target language by using different strategies.		
You give opportunity for all learners for asking and answering questions in EFL classroom.		
Your questioning strategies help you to hold students' attention on the lesson and also to increase their participation in EFL classroom.		
Your students have problems in using English language to ask and answer questions.		
The students' problems that you have stated may affect the ways of asking question in EFL class?		
Number of respondent		
%		

Table8- In what extent giving wait-time can help the students to get the correct answer?

Items	No of respondent	%
To a very great extent		
To a large extent		
To some extent		
To a limited extent		
Total		

Table 9 If your students do not understand the concept of your question which method will you apply most of the time for clarification?

	No of respondent	%
Repeating the question		
Rephrasing the question		
Giving clues		
Rephrasing with alternation		
Using native language		
Others		
Total		

### Teachers' Open Ended Questions

1. What types of questions do you use frequently in EFL class? For what purpose do you apply questions?
2. If your students do not understand your questions how can you clarify for the students?
3. As a teacher how can you minimize the students' problems to create good interaction and participation in EFL classroom?

## Appendix-E: Students' Questionnaire

Dear Student,

This questionnaire is designed to know the types of questions English language teachers ask and identify the questioning strategies they use. It is believed that your response would help the researcher to get the necessary information. Thank you for taking your valuable time to fill this questionnaire.

Part one: put a tick mark “√“in the boxes give below

1. Sex:  Male Female
2. Age: Below 20 Years  Above 20 Years

Part Two: Answer the following questions as it required

Table 10-Students' Questionnaire

Activities	Always	Often	Sometimes	Never
English language teachers encourage the students in asking a question by using a target language (English)				
Teachers' questions are done in pair and group in EFL classroom				
English language teachers use different types of questions to enhance students' participation.				
English language teacher's questions focus on closed ended questions (yes or no questions stag questions, short answer questions.)				
English language teachers encourage the students to increase their participation in EFL class.				
English language teachers give opportunity for most of the students to ask and answer.				
Teachers use different Seating Positions while giving tasks for students to create good classroom interaction.				

English language teacher's questioning strategies help the students to improve their English language ability.				
English language teacher uses different questioning strategies to hold their attention and also to increase their participation in EFL classroom				
English language teacher gives for the students enough time after asking a question				
Total				
%				

Table 11 English language teacher nominates the students in EFL classroom.

Ways of nomination	Frequency	%
identify the student, then asks question		
ask question, then call the name		
ask question, then the whole class answers together		
ask question, then select one from the students who raised their hands		
Others		
Total		

Table 12-English language teachers' questions are always asked using English language

Ways of distribution	Frequency	%
Randomly		
Volunteers		
The whole class		
To be answered by teachers		
Unanswered questions		
Total		

Table13-Students afraid to ask question

Choice	Frequency	%
Yes		
No		
Total		

## Appendix-F: Teachers' Semi Structured Interview Questions

Based on teachers' Questions and Questioning Strategies

1. Based on Bloom's Taxonomy, what type of questions do you use regularly in EFL class? Reflect some of the questions that you use in the class based on future tense and adjective.
2. In what extent your questions encourage students to make more practice with the target language? How can you encourage them?
3. What types of teaching method do you use to help the students to make more practice the target language in the classroom?
4. How do you nominate the students during question and answer regularly?
5. If your students can't understand your question, how and how often do you modify unclear question for students?
6. In order to increase students' participation and their use of language, what type of classroom organization do you apply and how often after you give the questions/ tasks? Why?

**Appendix-G: Students' Amharic Translation of Questionnaires**

በአማርኛ የተዘጋጀ የተማሪዎች መጠይቅ

ዉ.ድ ተማሪ፤

ደህ መጠይቅ የተዘጋጀዉ የእንግሊዝኛ ቅንቅ መምህራን የሚጠይቁቸዉ የጥያቄ ስደነቶች እና የአጠያዥ ስራዎች የተማሪን ተሳትፎና ንቃት ምን ያህል እንደሚጨምርና እንደሚያበረታታ ሰማወቅ ነዉ።

የምትሰጠዉ/ጠዉ መልስ ስተመራማሪዉ ስራዎቹን መረጃ ሰማገኘት እንደሚረዳዉ ይታመናል። ደህን መጠይቅ ስመሙሳት ዉ.ድ ጊዜህን/ሽን በመጠቀም/ሽ በጣም አመሰግናለሁ።

ክፍል- 1 ቀጥሎ ባሉ ሳጥኖች ዉስጥ የ(✓) ምልክት አድርግ/ጊ።

- 1. ግታ:            ወንድ             ሴት
- 2. እድሜ:        ከዓያ አመት በታች  ከዓያ አመት በላይ

ክፍል- 2 ከዚህ በታች በስንጠረጃ ዉስጥ የተዘረዘሩትን ነጥቦች እንብባቸዉ የእንግሊዝኛ ቅንቅ መምህራቸዉ ስምን ያህል

ግዜ እንደሚጠቀም ከፊት ሰፊታቸዉ (✓) ምልክት አድርግ/ጊ።

ስንጠረጃ 14 በአማርኛ ቅንቅ ተተርጉሞ ስተማሪዎች የተሰጠዉ መጠይቅ።

ተ.ቁ.	ተግባራት	ሁሉ ጊዜ	በአብዛኛዉ	አንዳንድ ጊዜ	በጭራሽ
1.	ተማሪዎች እንግሊዝኛ ቅንቅን ተጠቅመዉ ጥያቄ እንዲጠይቁ መምህራን ያበረታታሉ።				
2.	በቅንቅ ክፍለ ጊዜ መምህራን ስተማሪዎች በጥንድና በቡድን የሚሰሩ ጥያቄዎችን ደሰጣሉ።				
3.	መምህራን የተማሪ ተሳትፎን ስመጠመር ሲሉ የተሰደዩ እዉቀት ሲመዝኑ የሚችሉ ጥያቄዎችን ይጠቀማሉ።				
4.	በክፍል ዉስጥ እንግሊዝኛ መምህራን በዝግ ጥያቄዎች ሳይ የተኩራሉ (አዎ/አይደለም፤ አዉ/አይ፤ አጭር መልስ አዎ፤ ---) ።				

