

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

***A STUDY ON ENGLISH LANGUAGE TEACHERS' QUESTIONS
AND QUESTIONING STRATEGIES: KOREM HIGH SCHOOL IN
FOCUS***

By Samuel Equar

Advisor: Dr.Yeshitla Habtemariam

MAY, 2015

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KOREM HIGH SCHOOL IN FOCUS**

By Samuel Equar

**A THESIS SUBMITTED TO SCHOOL OF HUMANITIES
AND LAW, DEPARTMENT OF ENGLISH IN PARTIAL
FULFILLMENT FOR THE REQUIREMENT OF MASTER
OF ARTS DEGREE (MA) IN TEACHING ENGLISH AS
FOREIGN LANGUAGE (TEFL)**

MAY, 2015

ADAMA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

(GRADUATE PROGRAM)

***Study on English Language Teachers' Questions and
Questioning Strategies: Korem High School in Focus***

By

Samuel Equar

Approved by Board Examiners:

Advisor

Signature

Date

Yeshitla Habtemariam (Ph. D)

External Examiner Signature

Date

Internal Examiner

Signature

Date

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Declaration

I declare that the research paper here by submitted to Adam Science and Technology University for the degree masters of English not previously been submitted by me or anyone else for a degree at this university or other university . But it is my own work in design and execution and that all materials contained there have been fully acknowledged.

Samuel Equar

Date

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DEPARTMENT OF ENGLISH

BIOGRAPHICAL SKETCH

The author was born in Southern Tigray Zone on August , 1985. He attended his elementary school at Merawi Sessela Primary School. He completed his secondary and preparatory education at Korem Secondary and Preparatory School. Then, he joined Haramaya University in 2005 and graduated with B.A. Degree in English Language and Literature on July 09, 2007. Soon after, he joined Adama University for post graduate studies in 2010 to pursue his M.A. Degree in TEFL

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DEPARTMENT OF ENGLISH

(GRADUATE PROGRAM)

As thesis research advisor I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Samuel Equar entitled “a Study on English Language Teachers’ Questions and Questioning Strategies: Korem High School in Focus” and recommended that it be accepted as fulfilling the thesis requirement for the degree of master of arts TEFL.

Advisor

Signature

Date

Yeshitla Habtemariam (Ph. D)_____

Acknowledgments

First and foremost I sincerely thank my advisor, Dr. Yeshitila Habtemariam, for his insightful and invaluable comments, professional guidance and detail advice throughout the development of this thesis. I remain greatly indebted to him again for his fruitful comments and suggestions at the very earlier stage of the thesis. I am very much indebted to the kindness, patience and warm welcome he has shown me in the course of time. His unreserved investment of his expertise and time in this thesis contributed to my successful completion. As the first reader of my many drafts, he patiently tolerated the torture of my writing and provided me valuable input for improvement.

I owe my gratitude to Dr. MeseretTeshome for his expertise and invaluable comments on the proposal of this work helped greatly in the completion of this thesis.

I am also grateful to my friends: ReuyTadess and G/medhin Samuel for their enthusiasm and warm-hearted encouragement.

I would like to express my particular gratitude to my mother and father for their unfailing moral and financial support.

I also wish to acknowledge with gratitude all the students and teachers of Korem high school for cooperation and involvement in completing the questionnaire. My thanks especially go to these teachers who allowed me to observe their class and make interview with them. Without their support, my study would not have been possible.

Lastly, I thank to the Ministry of Education for sponsoring me to attend this program in general.

Samuel Equar

List of Tables and Figure

List of Table	Page
Table1: Bloom's Taxonomy/summary.....	28
Table 2: Display and referential types of questions (Long and Sato Classification, 1983)	49
Table 3: Types of Questions asked by English Language Teachers (Bloom's Classification).....	50
Table 4: Questioning Strategies-Nomination strategy used by English language teachers.....	54
Table5: Distribution of Questions by English Language Teachers	56
Table 6: Ways of modification questions by teachers.....	58
Table 7: Wait- time after asking a question by English language teachers (Nunan).....	59
Table 8: Difficulties that English language Teachers face in asking Questions.....	60
Table 9: Teachers' response to asking interpreting, analyzing, thinking and judging questions.....	62
Table10: Teachers' response to types of questions asked principally	63
Table 11: Teachers' response to types of Questions: display and referential questions.....	64
Table12: Teachers' response to the distribution of questions to non-voluntary students	65
Table 13: Teachers response concerning teachers' wait- time after asked questio.....	66
Table 14: Teachers' response concerning teachers' modification of question	67
Table 15: Teachers' response regarding teachers' difficulties in asking questions due to student's anxiety and self-confidence.....	68
Table 16: Teachers' response regarding teachers' difficulties in asking questions due to students' weakness in interpretation and understanding question	69
Table 17: Teachers' response regarding with teachers' difficulties in asking questions.....	70
Table 18: Students' response concerning teachers' mixed types of questions	72

Table 19: Students' response to the quality of teachers' questions in warming students' mind	73
Table 20: Students' response with regard to teachers' questions in allowing students to enjoy, think, argue and solve problem.....	74
Table 21: Students' response to having sufficient wait time after asking questions	75
Table 22: Students' response to teachers' distribution of question to voluntary students.....	76
Table 23: Students' response with regard clarity and understandability of teachers' questions	77
Table 24: Students response concerning modification of teachers' questions	78
Table 25: Students' response regarding teachers' difficulties in asking questions due to students' silence and nervousness.....	79
Table 26: Students' response regarding teachers' difficulties in asking questions good questions.....	80

List of Figure

Page

Figure1: Procedures of questioning.....	19
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Lists of Acronyms Used

EFLEnglish As Foreign Language

TTeacher

TTTeacher's Talk

STTStudents Take Time

SLA..... Second Language Acquisition

L1 First Language

Abstract

This study attempted to investigate English Language Teachers' questions and questioning strategies at Korem High School which is one of governmental institution in Tigray Region.

The data were collected through quantitative and qualitative method through analyzing the data from observation, questionnaire and interview instruments. Even if the participants of the study were teachers and students, the study engaged five teachers' participants as the main target. In other word, a total of 10 teachers and 120 students responded to the questionnaire, 5 classes were observed three times and 5 teachers were also interviewed. A special emphasized was put on probing the types of questions teacher asked o students and their questioning strategies in classroom.

The finding of this research revealed that the knowledge and comprehension questions(lower order questions) were frequently asked by the teacher while it leaves little opportunity for analysis, synthesis, and evaluation questions (higher order questions). Drawing from the findings, the study presents lower level types of questions were used basically. Distributing questions to voluntary students, no sufficient time for a response and translating and repeating questions were frequently used by teachers. Pertaining difficulties, students fear and language level were the common challenges not ask effective questions in EFL classroom.

Raising questions effectively is a major method of the teacher who guides his students to think actively, fostering students' ability of analysis and creation. It is also an essential way for the teacher to output information and obtain feedback, and an important channel to exchange ideas between the teacher and students. Therefore, the teacher must pay great attention to the skill of asking questions in English classroom. Each question must be presented to accomplish the teaching objective and task. Only in this way may the English language teachers ask question effectively and improve the skill of questioning so as to make contribution to our learning language.

Based on the findings, the implication or recommendation of this study is that EFL teachers should be trained in developing their questioning strategies to facilitate their students' learning.

Table of Contents

Content

Page

Acknowledgements.....	i
List of Tables and Figures	ii
Acronyms.....	iv
Abstract.....	v
Table of Contents.....	vi
1. CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objective of the Study.	5
1.4. Research Questions.....	6
1.5. Significance of the Study	6
1.6. Delimitation of the Study	7
1.7. Limitation of the Study.....	7
2. CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1. Definition of Question.....	8
2.2. Importance of Questions.....	9
2.3. Reasons for Questions.....	12
2.4. Classroom Discourse and Interaction.....	14
2.4.1. Teachers Talk.....	14
2.4.2. Feedback.....	15
2.5. Procedures for Classroom Questioning.....	15
2.6. Types and Classifications of Questions.....	19
2.6.1. Lower order Questions	23
2.6.1.1. Knowledge Questions	23
2.6.1.2. Comprehension Questions	24
2.6.1.3. Application Questions.....	24

2.6.2.	Higher order questions	25
2.6.2.1.	Analysis Questions.....	25
2.6.2.2.	Synthesis Questions.....	26
2.6.2.3.	Evaluation Questions.....	26
2.7.	Effective questions.....	30
2.8.	Teacher's Questioning Strategies.....	31
2.8.1.	Pre-Planning the Questions and Questioning Strategies.....	31
2.8.2.	Wait – time.....	32
2.8.3.	Directing and Distributing Questions.....	35
2.8.4.	Asking different Type of Question	36
2.8.5.	Rephrasing and Modification of Questions.....	37
2.8.6.	Responding to Students' answers.....	39
2.9.	Teachers challenges in Asking Questions	42
3.	CHAPTER THREE:	
	METHODOLOGY.....	43
3.1.	Research Design	43
3.2.	Research Method	43
3.3.	Participant of the Study	43
3.4.	Sample Techniques and Sample size.....	44
3.5.	Data Gathering Instrument	45
3.5.1.	Classroom Observation	45
3.5.2.	Questionnaire	45
3.5.3.	Semi-Structured Interview	46
3.6.	Data collection Procedure.....	46
3.7.	Data analysis Procedure	47
4.	Chapter Four: Analysis And Interpretation Of The Data.....	48
4.1.	Classroom Observation Analysis.....	48
4.1.1.	Types of questions Asked by English language teachers.....	48
4.1.1.1.	Lower Order Questions.....	50
4.1.1.2.	Higher Order Questions.....	52
4.1.2.	Teachers' Questioning Strategies.....	53

4.1.2.1.	The methods of Nominating Students Strategies.....	53
4.1.2.2.	Ways of distributing questions to students.....	55
4.1.2.3.	Ways of Modification Questions to Students.....	57
4.1.2.4.	Length of Wait- time.....	59
4.1.3.	Difficulties that English language Teachers Face in Asking Questions.....	60
4.2.	Presentation of Questionnaire	61
4.2.1.	Analysis of Teachers' Questionnaire.....	62
4.2.2.	Analysis of Students' Questionnaire.....	72
4.3.	Analysis of teachers' Interviewees' Response.....	81
4.4.	Discussion.....	87
5.	Chapter five: Summary, Conclusion and Recommendation of the study.....	88
5.1.	Summary.....	88
5.2.	Conclusion.....	90
5.3.	Recommendation	91
	Bibliography.....	94
	Appendices	
	Appendix A: Classroom Observation Checklist	100
	Appendix B: Questionnaire for Teachers.....	107
	Appendix C: Questionnaire for Students.....	110
	Appendix D: Interview Questions for Teachers	113

CHAPTER ONE

INTRODUCTION

In the back ground of the study, the researcher has tried to indicate the concept of English language teachers' questions and questioning strategies in classroom as well as explained to what extent the topic is so essential for language learning. In related to this, the statement of the problem part of this research also is looking for something wrong which is going on utilizing and applying qualified English language teachers' questions and questioning strategies.

The objective of this study delineates the aim to implement good English language teachers' questions and questioning strategies in classroom then to see practical outcome of actual learning language. Similarly, the significance of this research simply answers why questions and questioning ways are so vital in improving learning language, to which it is important and inform who the beneficiaries of this research are.

In the delimitation of this study, the researcher displays that as the scope of the study is confined only to one governmental high school in Tigray Region.

1.1. Background of the Study

A critical role of education is to develop and promote thinking. Many scholars show that questioning is essential when encouraging, extending and most important challenging students' thinking (Klem and Connell, 2004). Students or children are widely receiving and giving information rather than thinking. Many teachers tend to ask questions that require the recall of factual information (Hill and Flynn, 2008). This prevents learners from thinking, developing and improving their learning. This may be because of teachers' little knowledge about of type questions and questioning strategies.

In our country, English has a major role in education. It is taught as a subject starting from grade one up to eight and as a medium of instruction from grade nine up to higher institution. To develop students' thinking and improve their academic performance as well as their communication competence, language teaching methods have played significant roles in

English as Foreign Language (EFL) classrooms. One popular method of involving students in a lesson and facilitating student participation used by many language teachers is asking questions. In line with this, Dillon (1994) mentions questioning as one of the most familiar techniques used by teachers in their classroom. Emphasizing its importance, Chaudron (1988) has also added that it is a technique of teaching that should be given due attention by language teachers. This is because it enables students to arouse their interest to learn, focus their attention and create active learning in classroom.

A teacher talks in a classroom for different reasons: explaining, controlling, modeling, problem solving, asking questions and giving feedback. Asking questions for English language teachers in English as Foreign Language (EFL) classrooms is not easy task. It needs knowledge, skill, experience and training what type of question teachers should ask and how they ask questions.

According to Smith and Higgins (2006), questioning is one of the most common techniques which teachers use to control the classroom interaction. It serves as a device for controlling the progress of interaction through which a lesson is enacted. In another word, the main purpose of teachers' questions is used to focus attention on a particular issue or concept.

In our country, English teachers have a serious problem in teaching English language. Studies made by Daniel (2006) confirm that students have difficulties in using English language while interacting in the classroom. That means students do not pay attention carefully to the language lesson. Most scholars agree on the importance of questioning to alleviate some of these problems. Questions are used to solve the problems like students' inability to express something, answer, discuss with their group, engage and evaluate their thinking. Supporting the above view, Chaudron (1988:126) states "Teachers questions' constitute a primary means of engaging learners' attention, promoting verbal response, and evaluating learners' progress." Therefore, in order to solve the mentioned problem, English language teachers are more expected to use appropriate questions and questioning strategies that enable the students to engage and think.

Good questioning is a skill of effective teaching which involves good planning, higher cognitive thinking and creating cognitive improvement in the class (Hill and Flynn, 2008). Vogler (2005, cited in Adedoyin, 2010) states that good questions and questioning

strategies enable teachers to create an effective teaching and learning process in the classroom. Teachers' questions' are also crucial inputs for fostering the intellectual development of the students (Gall, 1970).

According to Richards and Lockhart (1996) language teachers who are aware of questioning skills can motivate their students to ask questions and give improved responses. Moreover, students' language proficiency can be improved through the interaction between the teacher and the students and among the students themselves.

In addition to the quality of teachers' questions, quantities of questions also have role in language learning. English language teachers' talk in the classroom takes much time (Tsui, 1995). As early as 1970, for instance Flander, studying American classrooms discovered what is known as the classroom two –third rule. He says that two- thirds of the classroom time is spent talking and two- third of this talk is done by the teachers. Similarly, Delamont (1983) also claims that teachers spend about 50 percent of their teaching time lecturing, questioning pupils and concentrating on the academic content often called “the recitation” method. This is one of the drawbacks in any kind of oral work that shares time and deprives students from having access to ask questions and give responses. As questioning is one of the means of fostering or developing interaction between the language teachers and the students, the teacher must become actively familiar with whole range of questions form in English Rees (1975). Nevertheless, asking effective or good questions for language teachers is a difficult task in the classroom. It requires knowledge of the types of questions, questioning strategies, and the art of questioning (Tollfesson, 1997).Language teachers may have inadequate awareness and intention to ask question. Consequently, the students do not get the opportunities high cognitive questions rather than abundant short answer required questions .It became burden for learning language.

1.2. Statement of the Problem

When teachers teach English as a foreign language, they should encourage learners to use the target language because practicing and utilizing the language for communication has considerable importance to the improvement of learners' communicative competences.

To develop learners' communicative competency and teaching learning process, basic tool should be available.

One of the methods commonly used in teaching learning process in classroom is questioning. In countries where the target language is not practiced outside the classroom, involving learners in the subject matter within the classroom is very crucial process to improve the language. Since learners don not have an opportunity to apply the language appropriate questions should be asked in classroom. Employing different teachers' questions in language teaching maximizes the input learners obtain and increases their participation in asking and responding to questions. In the words of (Tsui, 1995:12): "In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is mainly in the classroom, the kind of input and interaction that is made available is particularly important."

Therefore, every English teacher is expected to engage his/her students to the subject matter. However, students cannot be engaged in actual learning language since the teachers do not apply the art of thoughtful questioning skills.

Brown (2001) states that one of the best ways to develop your role as initiator and sustainer of interaction is to develop a repertoire of questioning strategies. So, the kind of questions and how the questions are used in the class is important to create an effective classroom interaction. However, all schools in our country have a learning process problem as a whole. There are serious problems in using effective questions in English language classrooms. The problem can be attributed to teachers who are using traditional techniques of questioning strategies. According to many researchers' finding, the lack of promoting higher order critical thinking has called into language learning why students' achievement outcomes in school are problematic. According to the researcher experience at Korem High School, many teachers tend to ask questions that require the recall of factual information. As Billows (1961:13) states, "A language cannot live for us if it produces no response and has no effect on their people." This indicates that students' responses to teachers questioning strategies and serve as an instrument to make meaningful interaction.

In Ethiopian high school English language teachers often use questions and questioning strategies in their classroom. However, from the researcher's personal experience, he has come to realize that questioning strategies which some of the teachers are using create serious learning process by worsening the classroom interaction because of lack of awareness. Teachers still pose questions in much the same way as always, with most of the questions low-level, despite improvement in teaching materials, curricula, and methods of teaching.

One local study has been conducted in the area of students' answer and teachers' question and questioning.

For example, Zerhun (1995) conducted a study that dealt with how students answer and teachers ask questions in the class room. According to him, the aim of his study was how to show teachers' questions and students' respond. Moreover, his finding indicates that teachers did most of the talking and this has an influence on the students' responses and they were asking the same type of questions repeatedly.

The gap is while Zerhun's study focused on the questioning and answering process in a lesson, this study tried to investigate types of questions and questioning strategies that English language teachers employ frequently in advance.

1.3. Objectives of the Study

General Objective

The general objective of this study is to investigate the type of questions and questioning strategies English language teachers at Korem High School use and the difficulties they experience.

Specific Objectives

The specific objectives of this study are to:

1. identify types of questions English language teachers at Korem High School use in their classroom;
2. investigate the strategies they adopt while posing questions to their learners;

3. find out the teachers' difficulties in utilizing appropriate questions and questioning strategies;

1.4. Research Questions

Based on the objective of the study, the following research questions have been set:

1. What types of questions do English language teachers ask in their classrooms?
2. How do the English language teachers pose their questions to their students?
3. What difficulties do teachers face in using appropriate questions and questioning strategies?

1.5. Significance of the Study

As it is stated in background and statement of the problem of this study, language learning process can be improved if teachers have good understanding of language learners' answers and techniques of asking questions. The findings of this study will, therefore, have great importance to the following:

- This study enables English language teachers to have awareness and alleviate their weakness regarding using questions and questioning methods.
- The study is also worthwhile resource for teachers who are interested to develop their own teaching methodology of asking questions.
- It helps teachers to create active teaching learning process in the class and smooth interaction between the teacher and students.
- The findings may serve as feedback to experts, editors, syllabus designers and text book writers.
- The results of the study are expected to indicate what teachers training centers should do to improve the questioning skills of teachers.
- The findings will encourage other scholars or researchers to conduct an organized and comprehensive research on this area.

1.6. Delimitation of the Study

This study is confined to only one high school which is in Tigray Regional State; Southern zone, Korem town area. The school is selected for the fact that the research can get an easy access to conduct the research.

1.7. Limitation of the Study

This study was believed to have certain constraints. Though the research tries to include both qualitative and quantitative data collection, still there are gaps among the number of subjects of the study in the school. That means only three times classroom observations were made with each of the five teachers. It is assumed not much enough.

Besides, the study comprises only one governmental school from many of similar high schools around the country due to shortage of time, resources and finance. This again may decrease the external validity of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of research findings and scholarly experiences concerning English language teachers' questions and questioning strategies. It includes the concept of questions, importance of questions, reasons for questioning in the classroom, procedures for classroom questioning and; classroom discourse and interaction. Besides, it focuses types of questions, effective questions and questioning strategies English teachers use in language classroom.

2.1. Definition of Question

Since question in language learning is enviable and fundamental tool in classroom, many scholars defined it in several ways to show its concept and importance. Some of the definitions regarding question are mentioned as follow.

A question can be an expression used to make a request for information forward to someone or students in day to day activities. Perrott (1986) states a question as “an uninterrupted query directed toward a single pupil (p.40).

In another word, question refers to a problem or puzzle which is presented to the learner in class in order to get any response and to solve problem. According to Seime (2002), a question in the classroom is “any statement intended to evoke a verbal response” (p.10).

Similarly, Brown, (1975), defines a question as any statement which tests or creates knowledge in the learning. In line with this, Kissock and Iyortsuun (1982) define a question as a statement for which a reply is expected. In relation to the above definitions, the dictionary also defines question as “a sentence which by word orders use of interrogative words (who, why etc.) or intonation, requests information and an answer” (p.687).

It is common to see questions formed with, who, when, where, how, why and what in English texts because these interrogative words are function words that used to form and ask questions. They can be used in direct and indirect questions. For instance, where is he going? And I wonder where he is going.

Hyman (1972) defines question as “a word that refers to the eliciting of a verbal response and may take any grammatical form – declarative, interrogative or imperative” (p.216).

Based on the above definitions, it possible to conclude that the word question refers to any idea that requires a response or answer from anyone, especially from students. Therefore ,in classroom setting, teachers’ questions are defined as instructional cues or stimuli that convey to students content elements to be learned and directions for what they are to do and how these elements are learned and directions for what they are to do and how they are to do it.

Almost all definitions toward to question are similar and interrelated; however, the definition that expressed question refers to a problem or puzzle which is presented to the learner in class in order to get any response and to solve problem is basically selected for this research.

2.2. Importance of Questions

Questions are day to day activities and very common in language classroom learning .The main significances of questions employed in classroom are so as to acquire knowledge and share experience. In real world, people usually ask questions to one another to know something about what they do not know or confuse. Then, questions enable everyone to exchange ideas, make good communication and eradicate confusion.

In another word, they are instruments to scrutinize new ideas, facts, information, knowledge and experiences. Most of the time, intellectuals commence their research works by inquiring some useful questions that indicate the right direction of their works and the task to be conducted ahead (Davis, 1993).

Communication is vital in language learning process. To make effective communication, question has unrestricted contribution to create negotiation of meaning. In line with this, Chaudron (1988), states that questions play a great role in communication one to others. As it is expressed questioning is the key to gain more information and engage in conversation but without it interpersonal communications can fail. Therefore, using effective questions and questioning techniques are one of the 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.

This confirms that questions are bridges between teachers and students or students themselves in which communication happens.

Many scholars showed the importance role of questions to learners. For example, Donald and Eggen, (1989) put the importance of questions as follow:

Questions allow teachers to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. Through a well-planned questioning, teachers can find out and recall not only what students know about a topic but also can identify their needs and present gaps. It also helps students to learn new material and integrate it with the old one, and provide the practice and feedback essential for the development. Then this process helps students to internalize what they learn and combine it with the new one.

Furthermore, questions allow teachers to engage with students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. Frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement. (p.122)

Questions play an important role in language acquisition because as Elli (1994) claims that language learners mostly have the opportunity to participate when they are asked a question. Then, if there is no good question, students will not acquire the intended foreign or second language learning. Apart from its contribution to second language learning, questions that teachers ask in classroom setting also have pedagogical benefit like stimulating and maintaining students interest, encouraging students to think and focus on the content, enabling teachers to check understanding , elicit and clarify (Richards and Lockhart, 1998).

So, students' involvement in asking and answering questions is significant to language teaching and learning. In question and answer exchanges, proper handling and utilization of questions in the language classroom is important. In line with this Klippel (1983) suggests saying "learning is more effective if learners are actively involved in the process" (p.15).

Similarly, Wring (1988) states “If sensitively handled, questions have substantial motivational values” (p.82). Stevick (1982) also corroborates this by saying “of all the techniques available to teachers for moving their students toward real conversation their own questions are the quickest and easiest” (p.122). This confirms that questions are essential in teaching and learning process. Questions in language classroom play a significant role in promoting learners language proficiency. They are employed to check student’s comprehension to see if they have acquired the knowledge imparted; to focus their attention and involvement in the lesson to control behavior and encourage the student to use the target language for communication (Tsui,1995) and (Elizabeth ,2003).

Questions are one of the techniques that are widely used in ESL to promote effective teaching and learning. 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 (Richly, 1979); (Cooper, 1986). As questioning is believed to be one of the tools of effective teaching (Perrott, 1986), it is increasingly important for teachers to avoid ineffective questioning patterns, for the questioning process has always been crucial to class room instruction.

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.

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

Teachers should not believe that it is only their right to ask question during a lesson pupil have a right to ask questions, and sufficient time should be allowed for them to initiate questions in the classroom. By allowing pupils to participate and giving enough time 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 classmates. Thus, it is indispensable for language teachers to acquire techniques of questioning which encourage students to reply. Above all, teachers’ question

should not test knowledge but stimulate students to improve practical language use (John MC & Nair, 1974). According to Davies (1988), “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 and solve problems. What is more, questions provide “ladder up which the pupil climbs towards fuller and deeper understanding” (Farrant, 1980, p.168).

2.3. Reasons for Questioning

Appropriate methods of teaching help teachers to teach effectively and promote the teaching learning process. Consequently, teachers can help students acquire knowledge and stimulate students to use the language easily. Language teachers are expected to employ appropriate questioning techniques.

Among the methods of teaching teachers use in EFL/ESL classroom, questioning is a principal technique of teaching which can possibly be referred to as versatile (Zahorik, 1967). There is no any classroom activity that does not involve questions during the teaching-learning process no matter what their quality may be. Thus, questioning plays a role to make teaching and learning language more effective and motivating.

As there are different ways of asking questions, there are many different purposes/reasons of questions (Van Lire, 1988). Describing questions in terms of purpose rather than grammatical form or length is still the most fruitful (Hyman, 1970). Therefore, the purposes of questioning should be basically relied on the nature of the subject, the strategies used and context teaching testing rather than emphasizing on grammatical structure.

A number of writers have views on questioning in the classroom. Questioning is of interest to researchers and practitioners because of its widespread use as a contemporary teaching technique (Gall, 1984). For example, Amdeselassie (1999) suggests the following purposes.

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 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 (1970, p.217), Kyriacou (1967, p.37), Brown (1982, p.112) and Kissock and Iyortsuun (1982, p.6), indicate similarities in revealing the purposes of classroom questioning. Some of the purposes suggested by the foregoing scholars are as follow.

Teachers ask questions for a number of reasons, the most common of which are:

- to interest, engage and challenge pupils to the lesson;
- to check on prior knowledge and understanding;
- to stimulate recall, mobilizing existing knowledge and experience in order to create new understanding and meaning;
- to focus pupils' thinking on key concepts and issues;
- to help pupils to extend their thinking from the concrete and factual to the analytical and evaluative;
- to lead pupils through a planned sequence which progressively establish key understandings;
- to promote reasoning, problem solving, evaluation and the formulation of hypotheses;

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. Similarly, Kyricous (1977) suggests that the purposes of questioning can vary depending on why teachers ask questions in the class.

2.4. Classroom Discourse and Interaction

Central to classroom teaching is teacher/student interaction. As Chaudron (1988) asserts “conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills” (p.118). Teacher talk, giving feedback on students’ performance and directing questions to the students form the basics of classroom discourse and interaction in the classroom.

2.4.1 Teacher talk

The degree to which teacher’s talk dominates language lessons where students have limited amount of oral language practice time is often debated researched topic. Teacher Talk (TT) is found to be crucial by most of the scholars for the process of acquisition primarily, since in many classrooms it is the only live target input that the students are likely to receive (Nunan, 1991; Cullen, 1998). Nunan (1991) argues that in addition to providing comprehensible input for the acquisition of the language, teacher talk is also of importance for the organization of the classroom because “it is through language that teachers either succeed or fail to implement their teaching plans”(p.89).

In most of the language classrooms, it is the teacher who does most of the talking (Nunan, 1991; Walsh, 2002) and it makes up 70 percent of the total talk (Chaudron, 1988). However, the ideal classroom setting as Harmer (1983) defines it is the place where student talk time (STT) is maximized and he argues that getting students to speak- to use the language they are learning is a vital part of a teacher’s job. On the other hand, Nunan (1991) claims whether or not excessive teacher talk is bad or good depends mostly on the objectives of the lesson. He lists a variety of factors that teachers should take into account when determining the appropriateness or otherwise of the quantity of the teacher talk:

1. The point in the lesson in which talking occurs.
2. What prompts teacher talk, whether it is planned or spontaneous, and if spontaneous, whether the ensuing digression is helpful or not
3. The value of the talk as potentially useful input for acquisition.

Appropriate language use is more likely to occur when teachers' goal at a given moment in a lesson matches their teaching aim and their pedagogic purpose of their language use. Teachers, through the way they use the language, establish and maintain patterns of communication aimed at facilitating students' oral production and participation in the lesson (Walsh, 2002). If, for instance, the aim of the lesson is enhancing student participation or oral fluency, teachers should not intervene in students' talk, and the appropriate language use on the part of the teacher in this case is asking the right question in the right time to guide the conversation and student interaction or just remain silent. However, in traditional classes, as Mesumeci (1996) adduces, teachers speak more, more often, control the topic of conversation, rarely asks questions for which they do not know the answer.

2.4.2 Feedback

Instructing students and giving them feedback on their performance are the two common functions of language teachers (Nunan, 1991). There are two types of feedback, namely positive and negative feedback. Negative feedback is usually provided in the form of error correction in language classrooms. Positive feedback is "positive sanctions or approval of learners' production" (Chaudron, 1998, p. 132). The teacher is more expected to be more tolerant with students' partial correct answer and incorrect answer.

2.5. Procedures for Classroom Questioning

Questions should play a central role in the learning process. Then, teachers need to plan qualified questions carefully. Although it is essential that teachers ask question that bring out the educational goals they are seeking, there is more to good questioning techniques than simply asking proper question (Karron G. 2004). A good question and questioning procedures play significant role in deepening the lesson in language classroom.

Moreover, it serves several purposes. However, for questioning to play its part and serve its purpose, questions have to be constructed in a way that they can be understood easily.

To this effect, planning questions may contribute much to make questioning effective and purposeful. The teacher should begin with setting objective that influence the type of questions. Planning questions helps to differentiate aims of the lesson and what is to be done or

procedures to be used in presenting questions. Perrott (1986) indicates that one of the common problems in questioning sequences is a lack of emphasis on higher order questions. This problem may be taken place due to failure in planning types of questions to be included and techniques how to present questions in the classroom.

Problems in questioning sequences can be alleviated by planning a strategy that could facilitate question and answer exchanges. In line with this, Seime (2002) illustrates that “without a strategy that specifies an objective or end in view as goal there really is no rational basis for developing or selecting a questioning strategy”(p.28). Similarly, Eggen (2006) suggests that if questions are intended as teaching devices and not merely as oral test items, they should be asked in planned sequences.

According to Burton (1962) the ability of questioning depends on the ability to think and the teaching experience of the teacher. He stresses that the actual development of the art of questioning is one of the most difficult and neglected problem in teaching. He further explains that good questioning requires skill and thinking how question is formed.

This indicates that there are difficulties like inability of planning questions, language difficulty, culture difficulty towards students and other circumstance problems that make students not be asked effectively. However, if the teachers develop the skill of questioning and the habit of planning questions, the intended objective will be achieved.

Although it is essential that teachers ask questions that bring out the educational goals they are seeking, there is more to good questioning technique than simply asking the proper question. The following principles were developed by (Richard, 2000) and provide an excellent set of guidelines for the teacher who wishes to develop good questioning techniques.

- Encourage lengthy responses and sustained answers.
- Distribute questions so that all, including non-volunteers, are involved.
- Balance factual and thought-provoking questions.
- Ask both simple and exacting questions, so that the poorer students may participate and the brighter students may be extended.
- (Avoid yes-no questions, questions overlaid with after-thoughts, fragmentary questions, and those that tug or encourage guessing.

- Stimulate critical thinking by asking: "To what extent? "How?" "Under what circumstances?" "Why?" "Com-pare (or contrast)..."

Eggen (2006:381) indicated that good questions are “clear, purposeful, brief, natural and adapted to the level of the class, sequenced and thought provoking” (p.381).

Question and answer practice is one of the commonest ways of giving language practice in the EFL classroom. In relation to questioning in language classroom, Sawyer (1989, p.155) and Byrne (1986, p.48) suggest the following basic points:

- Questions must be as realistic as possible. This helps learners to identify the context easily and to give precise and clear responses.
- It is only one of many ways of giving practice. Here, visual aids enable teachers to elicit responses from the students in whatever form they want.
- Questions based on a text must be reworded in language that is more difficult than the text itself, or call for an answer that are more difficult. This has advantages and disadvantages. It is meant to avoid recall from the text and develop thinking ability of students; teachers should sometimes use this approach of questioning.

From the above stated points, we can understand that using visual aids to elicit responses from the students, making questions realistic and rewording text book questions are very important skills in question and answer practice. These skills enable students to engage in the lesson easily, to give responses and to develop language practice in EFL.

Various scholars have indicated different ways of asking questions in language classroom (Farrant 1980, Burton 1962, Borich 1988, and Perrott 1986). Some of the possible ways of presenting questions that fit the teacher’s objectives are shown below.

- A. Plan the appropriate questions which should be matched with objective of the lesson.
- B. State questions clearly and concisely so the intended question is understood and does not need to be rephrased. Using simple expressions, the teacher can state his questions clearly. It is believed that the teacher knows the student’s standard and he must use familiar words and expressions to form questions.
- C. Nominate on students who do not volunteer answers, but first be certain that all students understand that you will be doing this as a way of having every one participate

in the class. This helps to hold the attention of the whole class and to avoid repeating questions in the classroom. On the other hand, the teacher must know the individual student's ability and the difficulty of his questions. So he can assign his student's to answer his questions depending on their abilities.

- D. Increase wait – time beyond three seconds when asking higher cognitive questions.
- E. Focus on open – ended rather than close- ended questions. A close ended question structure the response for the student and can be answered by one word after “yes” or “no” by a very brief phrase. An open – ended question leaves the form of the answer up to the person answering and so elicits much more thinking or in formation
- F. Avoid repeating questions and the same answer questions. This will not help to keep the attention of all students. If the teacher has the habit of repeating questions many students do not listen at first as they know their teacher's habit. However, it is sometimes important to rephrase some questions using simple expressions in order to give explanations in some situations.
- G. Use redirection and probing as part of classroom questioning and keep these focused on salient elements of student's responses.
- H. Be particularly careful to allow generous amounts of wait- time to student perceived as lower ability.
- I. Ask a question then call on a student, in order to keep the attention of the whole class. If the teacher first calls on a student most of the students won't be attracted by the question, this helps every student to think over the question.
- J. Encourage students to comment on other students responses. This can help students to develop critical thinking abilities in the students.
- K. In settings where higher cognitive questions are appropriate, teach students strategies for drawing inferences.
- L. Ask only one question at a time. Avoid trying to elaborate on a question after it is asked. Further elaboration may result in more questions to be asked by the teacher.
- M. Give feedback to students answer.

From the above mentioned guidelines or procedures, it is possible to conclude as shown in the following diagram.

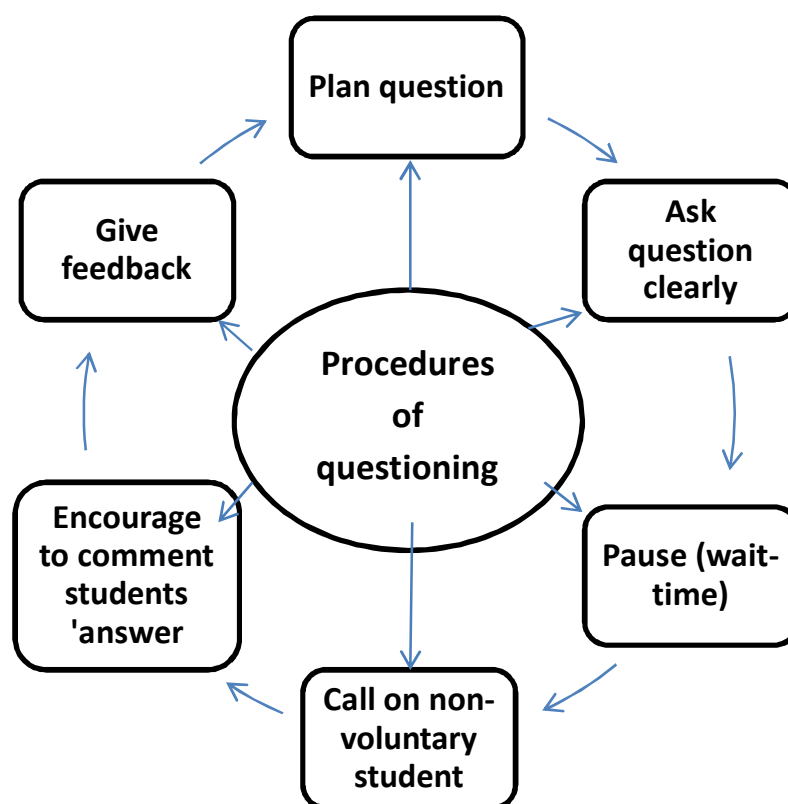


Figure1: Procedures of questioning

The above mentioned points may help teachers to improve classroom questioning and answering. Employing these useful skills in the setting of questioning may results in developing learners' language ability and creating favorable conditions to learning and teaching.

2.6. Types and Classification of Questions

English language teachers employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. Intellectuals classified type of questions in various ways even if there is no criticism one to the other in their idea. As it has been mentioned by Long and Sato, (1983) there two basic types of questions those teachers ask in classroom.

Display questions: refer to those questions for which the questioner knows the answer beforehand; such questions are usually asked for comprehension checks, confirmation check, or clarification requests (Long and Sato, 1983). Some examples display questions are:

- *Where does the stress fall in "nutrition"?*
- *What's the meaning of "current"?*
- *What part of speech is "populated"?*
- *What's the opposite of "gloomy"?*

Referential questions: are those questions for which the answer is not already known by the teacher. Such questions may require interpretations and judgments on the part of the "answerer"(Ibid). Some examples of referential questions are:

- *What do you have to add?*
- *Have you ever been close to death?*
- *Why do you think so?*
- *What's your opinion on working for the same company all your life?*

In line with this, Nunan (1989) has also 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.

According to Richards and Lockharts, (2000) there are three types of questions. They are procedural, convergent and divergent questions.

Procedural questions: are designed to do with classroom routine and engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction.

For example Richards and Locharts (2000), state that the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear and that student were ready for a new task. (p.186)

- *Have you done your homework?*
- *Can you all read what I have written on the blackboard?*
- *Do you all understand what I want to do?*
- *Did anyone bring a text book to class?*

- *Why are not you doing the assignment?*

Convergent questions: encourage similar student responses or responses which focus on a central theme. Richards and Locharts (1994) expressed that these responses are often short answers, such as “yes” or “no” or short statements. This means they do not usually require students to engage in higher level thinking in order to come up with a response but often focus on the recall of previously presented information. In general convergent questions may expect the student to repeat some conventional wisdom. Richards and Lockharts (1994, p.186) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers.

- *Do you use computer every day?*
- *How many of you have a personal computer in your home?*
- *What do you mainly use it for?*
- *What are the names of some computer companies?*
- *What is the difference between software and hard ware?*

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 (Ibid). Therefore, divergent questions often require new, creative insights.

After asking the convergent questions above the teacher went on to ask divergent questions such as the following:

- *How would business today function without computers?*
- *Do you think computers have had any negative effects on society?*
- *What are the best ways of promoting the use of computers in education? (Ibid).*

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 that can be used to motivate and frame content or are essential questions.

Another categorization for teachers' questions was presented by Wajnryb (1992, p. 47) as follows:

- Yes/No questions, e.g. 'Here is a picture of woman. Have you seen her face before?'
- Short answer/ retrieval-style questions, e.g. 'What did she say about the film?'
- Open-ended questions, e.g. 'Whom could he have telephoned?'
- Display questions (questions requesting information already known to the questioner), e.g. 'what color is this pen?'
- Referential questions (questions requesting new information), e.g. 'What did you study at university?'
- Non-retrieval, imaginative questions (questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for), e.g. 'What do you think the writer was suggesting by making the central character an animal?'

Another categorization, which will be fundamental for this study, for teachers' questions is Blooms taxonomy. A number of writers such as Perott (1986), Farrant (1980), Kissock and Iyortsuun(1982), Cooper (1986) and Burton (1962) 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 kissock and Iyortsuun (1982, p.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) Perott (1986). (Cooper1986) 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 Cooper (1986), Perott (1986).

2.6.1 Lower Order Questions

Lower level questions are those at the knowledge, comprehension, and simple application levels of the taxonomy.

Usually questions at the lower levels are appropriate for:

- Evaluating students' preparation and comprehension.
- Diagnosing students' strengths and weaknesses.
- Reviewing and/or summarizing content.

2.6.1.1 Knowledge Questions

Knowledge questions are information gathering questions. They require students to define, recall, recognize, list, describe, retrieve, name, and repeat something already learned, certain specific facts, information, procedures, or ideas (Ibid). During this time, students are not asked to manipulate information but merely to remember it just as it was learned. It answers the question, "Do the students remember what has been said, heard, seen?" Examples:

- *List the characters in the story.*
- *What did Brown Bear see?*

Though knowledge questions are used to promote classroom participation and high success experience for students and are critical to all other levels of thinking, for the fact that students are not asked to think at a higher level. This type of question leads to its own drawback in language learning (Kissock and Iyortsuun 1982, p.25). It assesses only a superficial and shallow understanding of an area (Cooper 1986).

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 and tell.

2.6.1.2 Comprehension Questions

Comprehension questions understand or confirm processes; the students process information and remember. Student changes information and makes meaning. So, it answers the question ‘Can the students organize the facts or what he knows.’ For example:

- *Tell me what happened to the little bird in the story.*
- *Why did the straw house fall down?*
- *Why did Goldilocks like the Baby Bear’s chair best?*
- *What is the main idea of this graph represents?*

In another word, 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, and Cooper, 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 (kissock and Iyortsuun1984), interpret material, presented in the form of charts, graphs, tables, and cartoons (Perott,1986).There are also key words commonly found in comprehension questions. Some of them are: compare, contrast, explain, relate, translate and rephrase.

2.6.1.3 Application Questions

Application questions are illuminating questions that test your ability to use your knowledge in a problem-solving and practical manner. The students discover relationships among facts, generalizations, definitions, values or skills and apply that knowledge to solve problems. It

answers, “Can the students apply techniques and rules to solve problems that have correct answers? Examples:

- *If you were the hungry of caterpillar, what would you have eaten?*
- *If Goldilocks came into your house, what are some of the things she would have used?*

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 by helping they learn how to apply in new situations. Thus, at the application level, students must decide what information to use so as to solve problems (kissock and Iyortsuun, 1986).

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. Some of them are: apply, classify, use, give an example, solve, design and demonstrate (Cooper 1986, Perrott 1986).

2.6.2 Higher Order Questions

Higher-level questions are those requiring complex application (e.g. analysis, synthesis, and evaluation skills).

Questions at higher levels of the taxonomy are usually most appropriate for:

- Encouraging students to think more deeply and critically.
- Problem solving.
- Encouraging discussions.
- Stimulating students to seek information on their own.

2.6.2.1 Analysis questions

These are questions in which we select, examine, and break apart information into its smaller, separate parts. Analysis means pulling apart the pieces. The student solves a problem and can

discuss his reasoning and thinking. It answers, “Can the students identify motives and causes, make inferences, and find examples to support generalizations?” Examples:

- *What parts of the story could not have happened?*
- *How are Goldilocks and Little Red Riding Hood the same?*

On the top of that, 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 and determine evidence (Perrott, 1986).

2.6.2.2 Synthesis Question

Synthesis questions are creating questions in which you utilize the basic information in a new, original, or unique way. Synthesis is creating, or putting it together. The student solves problems that require creative thinking. It answers, “Can the student make predictions, solve problems, or produce original communications, such as plays, stories, and posters?” Examples:

- *Make a picture to make up a new ending for the story.*
- *How might the story have been different if the wolf had visited three fishes?*

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 of them are: create, plan, construct, formulate, put together, produce, and design develop, synthesize and how can we improve (Perrott 1986 & Cooper, 1986).

2.6.2.3 Evaluation questions

These are questions which help us decide on the value of our information. They enable us to make judgments about the information. Evaluation is about judging, predicting, and opinions; a student makes a judgment of good or bad, right or wrong, according to standards set by the student. It answers, “Can the student give opinions about issues, judge the validity of ideas, judge the merit of solutions to problems, or judge the quality of art and other products?” Examples:

- *Judge whether the wolf in the 3 pigs was worse or the wolf in red riding hood.*
- *Do you think Goldilocks made a good decision by running away from the bears?*
Explain.

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). There are also key words which indicate evaluation questions. Some of them are: judge, argue, decide, evaluate and assess.

To conclude, these six Taxonomy levels of questions can be categorized in to three levels low –order, middle –order and higher order (Farrant 1988, p.191).

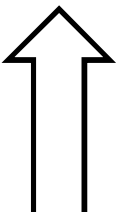
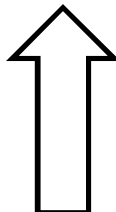
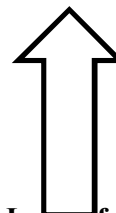
In Classifying questions, some writers employ some other ways. According to Byrne (1986, p.48) questions are classified in to three. These are Wh- questions, questions formed with an auxiliary verb and tag questions.

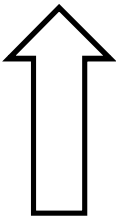
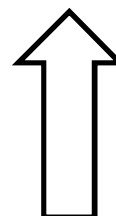
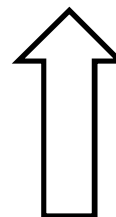
As it has been stated earlier, there are different types and classifications of teachers' questions in teaching and learning process. The most widely used system for classifying questions is that of Bloom's classification (1956). His major categories are, recall; comprehension, application, analysis, synthesis and evaluation.

These categories consist of questions ranging from cognitive levels, asking for factual information, are lower level questions, while questions calling for evaluation or judgment are considered to be higher level questions. In addition to these concept, Good and Brophy (2003), explain that knowledge questions are considered low in cognitive demand, comprehension and application questions as intermediate, and analysis, synthesis and evaluation as high. Therefore, it is also possible to classify six cognitive processes, according to whether the students are asked to: remember/knowledge, understands, apply, analyze, evaluate or create, (Andersen 2001).

Bloom's Taxonomy/summary

Table1: Revised Bloom's Taxonomy process verbs, Assessments and Questioning Strategies

Level of Taxonomy	Definition	Process verbs		Assessment		Questions stems
Evaluating 	Justify a decision or course of action Checking, hypothesizing, critiquing, experimenting, judging	Argue Assess Choose Compare Conclude Criticize Debate Decide defend	Determine Evaluating Justify Prioritize Rate Recommend Support Tell why value	Conclusion Debate Editorial Investigation Judgment opinion	Recommendation Report Survey Verdict	-Is there a better solution to..? -What do you think about...? -Do you think... is a good or bad thing? -How would you feel if...? -How effective are...?
Synthesis 	Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing	Act Arrange Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show Write	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game	Newspaper Painting Plan Story Play song Story Video	-Can you design a ... to...? -Can you see a possible solution to...? -How would you devise your own way to..? -What would happen if...? -How many ways can ...? -Can you create new and unusual uses for...?
Analyzing  Level of Taxonomy	Breaking information in to parts to explore understandings and relationships Comparing, organizing, deconstructing, interrogating, finding	Calculating Categorize Classify, Compare, Contrast Diagram Differentiate Discover Distinguish Examine Process verbs		Chart Checklist Database Diagram Graph Illustration Investigation	List Outline Plan Questionnaire Report Spreadsheet Summary	-Which events --- could not have happened? -How is ...similar to..? -What are some other outcomes? -Why did ...occur? What was the problem with...?

	Definition			Assessment		Questions stems
Applying 	Using information in another familiar situation Implementing, carrying out,, using, executing	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment illustrate	List Make Manipulate Practice Sequence Show Solve Teach Use	Demonstration Diagram Experiment Illustration Journal Lesson Map Model	Performance Poster Prediction Presentation Report Scrapbook simulation	-Do you know of another instance where..? -Can you group..? -Which factors would you change...? -What questions would you ask..? -From the information given, can you develop a set of instructions about..?
Understanding 	Explaining ideas or concept Interpreting, summarizing, paraphrasing, classifying, explaining	Ask Calculate Convert Describe Discuss Explain Give examples Identify Locate	Observe Recognize Report Research Retell Review Summarize Tell	Debate Definition Dramatization Example Label List	Outline Quiz Recitation Reproduction Story problem Summary Test	-Can you write in your own word? -How would you explain..? -What could happen next? -Who do you think? What was the main idea..?
Remembering/ Knowledge 	Recalling information Recognizing, listing, describing, retrieving, naming, finding	Choose Cite Define Describe Give example Group Know Label Listen	Match Memorize Name Quote Recall Recite Record Repeat Select	Definition Fact Label List Quiz	Reproduction Test Workbook worksheet	-What happened after...? -How many...? -What is...? -Who... -Can you name..? -Which is true or false?

2.7. Effective Questions

Since questioning and questions have a crucial role in students' language learning and effective language teaching, it is essential that language teachers improve their questioning skills (Thompson, 1997). What makes questioning and the questions effective has been of concern to those in the field of ELT for many years (Brown & Wragg, 1993; Ur, 1991) and there have been

numerous attempts to identify the characteristics of effective questioning technique in ESL and EFL classes.

Ur (1991) claims that questions are asked to get students to engage with the language material actively through speech and since this is the motive, an effective questioning technique is the one that prompts the students to give motivated and full responses. She argues that a question is effective if it is clear enough for the students to immediately grasp what it means and what kind of answer is required; if it has a learning value so that it stimulates thinking and the responses will contribute to further reading; if it is interesting and challenging; if it is available so that most of the learners try to answer it, not only those who are more confident and advanced; and finally if it can be extended to invite varied answers.

Questioning is effective when it allows students to engage with the learning process by actively composing responses. Research (Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001) suggests that lessons where questioning is effective are likely to have the following characteristics:

- Questions are well planned and closely linked to the objectives of the lesson.
- The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that provides opportunities for pupils to consolidate what they have learned and that allows teachers to check understanding.
- Closed questions are used to check factual understanding and recall.
- Open questions predominate.
- Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that pupils are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.
- Students have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other.
- The classroom climate is one where pupils feel secure enough to take risks, be tentative and make mistakes.

2.8. Teachers Questioning Strategies

In foreign language classroom, questioning strategies are powerful techniques to engage students in innovative thinking, to develop strategies, to facilitate change and to build in for new idea that teachers should develop.

As well as knowing what questions to ask, teachers also need to know how to ask question, what strategies to be employed, and how to answer in classroom. There are many different ways of asking questions. Teachers can ask each student in turn round the class; they can let any student call out the answer, they can choose a student to answer and they can get the class to answer in chorus. These are called nomination strategies (Doff, 1988). These strategies are helpful for language teachers to encourage students to answer questions in group or individually. Apart from nomination strategies, there are various questioning strategies that may help language learners if employed by language teachers in EFL classrooms. The following are some of the issues that have been identified as questioning strategies of teachers.

2.8.1 Pre-Planning the Questions and Questioning Strategies

Preparation is an important component of questioning. In order for questions to be effective, they ought to be prepared beforehand. While preparing the questions, teachers should decide on the purpose of the questions and key content should be chosen (Ma, 2008; Brown & Wragg, 1993). Questions that are asked without any specific goal or aim in mind are prone to be ineffective and likely to confuse the students. Brown & Wragg (1993) argue that what is effective for questioning is “structure with a well-defined focus” (p.19). In their terms, structuring consists of providing signposts for the sequence of questions.

According to Kisko and Iyortsuun (1982) language teachers are able to help their students by planning the following criteria. The plans are:-

- The teacher should prepare significant and worthwhile topics even the best questions will have little impact if the topic has no relationship to lesson objectives or needs and interests of pupils.
- The teacher should offer variety in lesson activities. Any activity that is used all or a large portion of time, even questioning, becomes unproductive.

- When plans are complete compare the focal or key questions with the lesson objectives to determine
- The questions are expected to follow a logical sequence that will lead students to demonstrate the abilities desired in the objectives.
- At the end it should be assessed whether questions fit cognitive and affective level of the objectives or not.

2.8.2 Wait – Time

Wait time, which is pausing briefly after a question and after an answer, although seemingly a minor issue, is of crucial importance to students' thinking about and processing of the question (Brown & Wragg, 1993; Nunan, 1991; Ma, 2008; Thornbury, 1996). To persuade the importance of wait time, Nunan (1991) argues that in much research done in classrooms, there was more participation by more students in those classes where teachers give wait-time opportunity from three to five seconds after asking a question.

In order to strengthen the above idea Nunan (1991) defined that wait-time is the length/period of time that the teacher waits after asking the question and before calling a student to answer the given question (Nunan, 1991). In line with this (Seime, 2002), expressed that 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 within 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:

.... 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 thoughtful responses is to 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 your rapid fire questioning. (p.57)

Thus, pausing can serve two fold functions in EFL classroom. Firstly, it provides an atmosphere more conducive to discussion than rapid –fire questioning produces. Secondly, the students learn to use the pause to organize a more complete answer. In line with this, Rowe 1974); Richards and Nunan (1990), and Randall and Thornton (2001) note 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 Richard's and Lock hart's view (1994, p.188), when wait –time increases student participation and the quality of that participation often increase. They confirm that the basic reason for pausing after asking a question is to give time to think about possible answers. To provide students a few seconds usually 3-4 seconds to think and give responses to a question is very important. In relation to this idea and extending wait time and its effects,

(Nunan 1994, p.193) illustrates his findings as follows.

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

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.

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); and periods of silence that followed teacher questions and students completed responses – rarely took more than 1.5 seconds in typical classrooms Row (1972). She further discovered that when these periods of silence lasted at least 3 seconds, many positive things happened to students and teachers behaviors and attitudes.

Increasing wait –time more than three seconds has a positive effect to achieve teachers intended objective. Rowe (1972) and Borich (1988) disclose that it increases in flexibility of teacher responses, engages students in more discussions with teachers, and increases in the number of higher cognitive questions asked by teachers.

A study by Good and Brophy (2003) claims that there are various reasons why most teachers experience in extending their wait –time while they teaching. The study revealed that wait-times are preferable to shorter ones because they allow more thinking by more students, but teachers may have to use shorter wait-times when the class is restive or when time is running out and they need to finish the lesson quickly.

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.

2.8.3 Directing and Distributing Questions

Directing and distributing questions is a crucial element of effective questioning, since undirected questions often lead to chorus answers and lack of control. Teachers can direct questions by using a name, gesture, head movement or facial expression (Brown & Wragg, 1993). However, as it is the case in many classrooms, teachers, despite their best intentions, interact with some of the students more than others, and usually direct their questions to those students they engage more frequently, consequently nominating them to answer (Nunan, 1991). These students are in “teachers’ action zones” (Richards & Lockhart, 1998, p. 138). Teachers should consider where their “blind spots” are (Wragg & Brown, 1993, p. 20) and distribute the questions to ensure that every member of the class is involved.

Distributing questions among all students rather than restricting them to selected few is generally considered desirable. In line with this, Good and Brophy (1987) explain:

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 keep students attentive and accountable. (p.145)

Most of the time teachers’ questions have been directed to high achieving or to the more able students (Richards and Lockarts 1994). 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). According to Richards 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. These students are located within the teacher’s action zone and are likely to participate more actively in a lesson. In many class rooms, 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 (Eggen, 2003).

It is apparent that students who are active get more chance to answer teacher's questions. As Tsui (1995) puts it "Most 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 p.7) comments that distributing questions among all students is very essential to language learning.

2.8.4 Asking Different Types of Questions

Considering the importance of questioning as a teaching strategy, scholars have given a considerable amount of attention to the skills with which teachers use questions and their effects on students responses and language learning.

As Richards and Lockhart's, 1994 explain, language teachers tend to ask more convergent questions than divergent questions. They 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 to this, 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 the teacher was more than referential questions. In another related study Brock (1986) examined the effects of display and referential questions on students language output.

line with this Tsui (1995) suggests:

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 learners' language and from this point of view, whether the teacher already knows the answer or not (Nunan and Lamb1996) 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)

On the other hand, Barnes (1969) study's focuses on how much the questions asked by the teacher help to enhance students participation and their conceptual development. He classifies questions according to whether they are factual, open, social or reasoning, and according to the amount of student participation they encourage. He criticizes teachers for asking a limited range of questions and for limiting student's potential contribution because of their preconceived answers.

2.8.5 Rephrasing and Modification of Questions

How teachers modify or phrase their questions is as important as the content and the purpose of them. Ma (2008) asserts that questions should be asked with understandable vocabulary and familiar terminology, so that they will be clear enough for the students. "Correct register", as

Brown & Wragg (1993) claim, is what is crucial, by which they mean, it is necessary to ask questions restricted to the use of words and phrases that are appropriate to the group.

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 for students to comprehend. In line with this, Mackey, (1965, p.369) asks the following questions so as to evaluate the clarity of teacher's questions.

- *Are the questions clear and to the point?*
- *How efficient is questioning?*
- *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, or-choice questions, like 'what coffee, tea, beer' In support of this idea (p.128). 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) explain;

While verbatim repetition habits 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 for the coming even after it is repeated verbatim, the question needs to be modified. (P.56)

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.

Teachers often replace a difficult word with what they think is a more commonly used word. For example, the teacher might ask, "what do you think this picture shows?" instead of "what do you think this picture depicts?" However teachers sometimes unwittingly "complicate" vocabulary instead of simplifying it. For example, teachers might say, "what do you think this picture is about?" Supplying an idiomatic (but not necessarily simpler) replacement of depicts.

Teachers often simplify the grammatical structure of sentences in the classroom situation than in other contexts, or avoid using complex tenses.

Teachers should use alternative discourse markers and repeat themselves or answer their own 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. (Krashen 1985) argues that this is how teachers provide learners with "comprehensible input" (input which is finely tuned to the learner's level of comprehension), which he sees as "the essential ingredient for second language acquisition" (p.4).

Therefore, paraphrasing the question may serve two purposes. It insures that the entire class hears the question. More importantly, it lets the questioner check the student's 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).

2.8.6 Responding to Students' Answers

Effective questioning is not only about designing and asking the right question. How teachers respond to students' answers requires skills to be developed. Effective responding includes giving reinforcement and feedback to the students (Nunan, 1991; Richards & Lockhart, 1998; Ur, 1991). Students revise their responses if necessary based on the feedback given by the teacher (Cotton, 2006). The feedback can be either negative or positive, or in the form of error correction. However, the type and amount of correction that is needed is a matter of judgment and depends largely on the objective of the lesson and the aim of the question. Ma (2008) argues that there are a number of issues concerning error feedback. The need to correct students' responses and when necessary, selecting which of the errors to correct and the manner in which to do so are all careful considerations that need to be assessed by the teachers themselves. As Thornbury (1996) and Thompson (1997) assert, how teachers react to students' responses is of crucial importance in terms of giving the right message to the students.

Besides encouraging students in asking more and more questions, teachers are expected to treat student's responses appropriately. In handling students responses in EFL /ESL; classroom, Amdlsselassie (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, p.87) suggest the following ways.

- Make pupil ideas clear by expanding on them or comparing them with other answers that have been presented.
- Consider the response of any pupil and reinforce his ideas by rephrasing or rewording the answer.

- Encourage another student to respond, to rephrase, expand on, or evaluate the answer given by classmate.
- 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.
- 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. It is very important to encourage pupils with proper comment for their contribution. Burton (1962) expounds that a teacher who says an answer is ‘dead wrong’ or otherwise ridicules is making an effort to prevent the very thing he is there to encourage – learning activity.

In language classrooms, 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 Lockharts (1994, p.189) state some techniques as follows:

The overuse or inappropriate use of praise should be avoided and pupils should be made aware if their answer is not correct. This is particularly true if the answer reveals misconceptions.

If the answer is correct: You must acknowledge this but you should avoid effusive praise. If the answer is a particularly good one, you might indicate why it is so good or ask other pupils what they think. If the pupil is hesitant, they will need a greater degree of affirmation than someone who is confident in the answer.

If the answer is incorrect: If this is because of a lack of knowledge or understanding, you could simplify the question or provide a series of prompts to encourage the pupil to try a better answer. If this doesn’t work, then you could try to clarify the underpinning knowledge or provide a partly correct answer for them to try completing. This can help to clarify misconceptions and can also involve other pupils in the discussion.

If the answer is partly correct: You should acknowledge the parts which are correct and then use prompts to deal with the incorrect parts. If an answer is a result of speculation: You should accept all answers as being of equal worth. Then collaborate on finding which are more likely to be correct.

In sum, foreign language learners may not have a great number of tools for initiating and maintaining language, encouraging them to formulate and ask questions in pairs or in groups can provide steppingstones for continued interaction. Employing questioning strategies may foster cooperation, promote critical thinking; enhance their sense of competence and self-worth Brown (2001).

Thus, teachers should develop a broad repertoire of questioning strategies, because 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 communicative abilities.

2.9. Teachers' challenges in asking questions

In teaching learning processes challenges are inevitable thing that inhibit learners from learning language effectively. So questioning cannot be applied in language classroom without difficulty. The reasons for this:

In line with this, Gall (19997) raised the following issues emerge as barrier to best practicing of questions. Content of coverage, time constraint, habit /tradition, ease for teachers and not want to embrass students are the common challenges in asking questions.

He also added most questions usually posed in schools are recall/memory questions. Most important factors contributing to this situation are:

- Coverage of content
- Students' low language proficiency
- Recall questions are easier to respond
- Tradition
- Easier to access
- Teachers low language proficiency

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focused on research design and method, participants of the study, sample size and sampling techniques for the data collection procedure, and procedures of data collection and analysis.

3.1. Research Design

As stated in the first chapter, the main objective of the current study was to investigate the type of questions and questioning strategies English language teachers use. Therefore, the study employed a descriptive study. Because it is more appropriate to delineate, compare, classify, analyze and interpret the English language teachers' questions and questioning strategies that were applied in language classroom. In other word, descriptive method was designed to specify or describe phenomenon without conducting an experiment.

3.2. Research Method

This study followed a mixed research design method. This is because the mixed design (a combination of quantitative and qualitative data) minimizes the weakness of the single research design (Onwubuzie and Leech 2004). Thus, both qualitative and quantitative research designs were employed in order to have valid data which help to achieve the intended objectives of the study. Since numbers of questions were being counted, primarily, research design was employed in this research.

The instruments that used to gather qualitative data were classroom observation and interview. This enabled the researcher to look for students' and teachers' views towards to English language teachers' questions and how they asking EFL classroom. The instruments that used to collect quantitative data were classroom observation and questionnaire. They also used to compare and determine English language teachers' questions and their questioning strategies in the EFL classroom. On the other hand, in questionnaire, for open ended questions, qualitative data methods were utilized.

3.3. Participants of the Study

In conducting the research, the sources of data were grade 9 and 10 English language teachers and students at Korem High School in Tigray Region. Concerning teacher, all teachers have also bachelor degree in the English language teaching. They were selected since the study mainly targeted on teachers and they play principal role in posing questions and questioning strategies. Meanwhile, students rendered their opinions how they were asked and what problems teachers faced in asking questions in EFL class room.

Although information from all these participants was presumably fundamental, the main target groups were English language teachers who have been teaching the English subject in the school. Therefore, to get reliable and valid data and to achieve the objective of the research, the researcher chose these participants.

3.4. Sampling Techniques and Sampling Size

The population of this study was defined as all the 10 English language teachers and one hundred twenty students at Korem High School where the researcher has been teaching. The school was selected for the fact that the researcher could get access and effective data collection process.

In the present research, the researcher employed two stage schemes of sampling. The first purposive sampling was only focus on five lower achievers of English language teachers based on their efficiency and competence taken from English department. They were selected deliberately for classroom observation and semi structured interview that the teachers were not believed to have better awareness and ability of questions and questioning strategies. Moreover, all (100%) teachers that were teaching English language to grade 9th and 10th were also part of the research for respondents of questionnaire since they were small in number for questionnaire purpose. Purpose sampling is employed because it is appropriate with the given amount of time and number of the population size which were taken for conducting the study.

The second sampling was systematic random sampling technique. The total population of the study comprised of 1448 students and ten English language teachers. Out of the total population

of the students, the researcher drew systematically based on systematic random sampling and representative was 120 since the number of students could be large for questionnaire purpose.

After the sample population was decided, the total population was divided by sample population that resulted in every 12th student to be part of sample. By rounding of fractions the students' names were arranged alphabetically in each class and every 12th student was included in the sample. This enabled the researcher to obtain the best representative sample of population for giving equal and independent chance of being selected for each and every student.

3.5. Data Gathering Instruments

In order to gather relevant, reliable and valid information for the study, the researcher employed three data gathering instruments namely: class room observations, questionnaires and interviews. But classroom observation was taken as major principal to gather the data.

3.5.1. Classroom Observations

Primarily, classroom observation were designed and administered to see the practical implementation of teachers' questions and questioning strategies who were teaching. This tool assisted the researcher to escape from unduly influencing and the observed bodies might have hidden their truth due to this classroom observation were employed as major principal. In addition, it allowed the study of a phenomena or behavior at close range with many of contextual variable present (Waxman, 2011).

Thus, in the genuine observation, the researcher observed to ascertain types of English language teachers questions and how the teachers use the questioning strategies such as distribution of questions, modification of questions, wait time to develop thinking competency of learners. As stated in sample size, five English language teachers were observed three times each by using checklists. Then, the checklist and notes from the observation were compiled for analysis.

3.5.2. Questionnaire

With regard to the questionnaire, the researcher prepared open and closed questions to supplement or check the data obtained from observation. Because this technique helps to collect information in short time from large population and to get ample information. Besides,

questionnaire is widely used in educational research to obtain information about certain conditions; and practice and inquire in to opinion and attitude of individual or group.

For this study, two sets of questionnaires were designed. The first questionnaire was distributed to English language teachers. The aims of this tool were to find out teachers' opinion about what types of questions teachers employ in classroom and to find out the difficulties in using effective questions; and to obtain information about the strategies they use while they are asking questions. The second set of questionnaire was also distributed to the students. Like teachers, students were also requested to find out their view about their teachers' questions and questioning strategies in their English language classroom.

All English language teachers and one hundred twenty students were kindly requested to answer the questionnaire. The respondents were asked to put only a tick in their column of their choice and that represent their perception of the rating scales.

3.5.3. Semi-structured Interview

Interview questions were designed to triangulate data collected through classroom observation and questionnaire. This instrument was utilized so as to get in depth data of response, which was not possible through any other means. Five questions were prepared for English teachers participants. The researcher employed semi structured types of interview and purposefully selected for five English teachers who were assigned to teach for grade 9 and 10 levels in the school. This instrument helps the researcher to get in depth data response about their view towards to their questions and questioning strategies. Furthermore, it assisted to find out more about practical problem encountered by the teachers and students in using thinking questions; why they hold and to find out factors affects proper utilization of effective questions. The reason why the researcher uses semi-structured type of interview is to rephrase the questions or to modify for more clarity and to get relevant information that consolidates the objective of the study.

3.6. Data Collection Procedure

As it has been indicated, the data for this study were collected through classroom observation, questionnaire and semi-structured interview. First, the format of observation, questionnaire, and

interview were designed through having self-administered format to be filled in. Then, they were reviewed by advisor and friends to minimize error before they were administered.

First and for most, the researcher conducted classroom observation three times using check list. This helped the researcher to modify questionnaires and interviews of questions. The check list contents were prepared mainly using scholars' classification of questions to guide to researcher's observation way. During the observation the actual using of type of questions and the ways of questioning of teacher were recorded in the check list. Secondly, the questionnaires were administrated to all English language teachers and sample students to identify teachers types of questions and questioning strategies in the classroom. After that, the whole questionnaire were entirely returned, tallied and summarized for data interpretation. Finally, semi-structure interview was conducted with the five English teachers.

The data collections took for more than a month to administer and gather the information. All these procedures were conducted after getting permission from the school principal, teachers and students; and having willingness of participants to give their ideas on the prepared items.

3.7. Data Analysis Procedures

Once data were collected through the instruments from the target population, quantitative and qualitative data analysis were used to analyze the collected data. Therefore, to achieve the designed objectives of the study, the numbers of questions and questioning strategies in each type of questions were tabulated and analyzed quantitatively using descriptive statistics, such as frequency and percentage. The input of statistics was by taking the quantity of questions and frequency of questioning strategies used by English language teachers in the classroom.

The data obtained from the close ended questions were tabulated and registered with frequency that could show the number of respondents' response for each item. Likert scale was used in the data analysis procedure by rating scales namely: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).or in terms of extent.

On the other hand, the qualitative data gathered from the classroom observation, open ended questions and interview were investigated, coded, synthesized and interpreted in word.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

The main purpose of this study, as mentioned in Chapter One, was to investigate teachers' questions and questioning strategies in EFL class. This part of the thesis presents data gathered from the participants through observation, questionnaire and interview. However, to meet this end the preliminary data gathering used was classroom observation. The findings are also presented in tables that show frequency and percentage as shown in the next section.

4.1. Classroom Observation Data Analysis

This section is concerned with analysis of data obtained through classroom observation. In the each teacher was visited three times (i.e. two hours each) in terms of the types of questions he or she employed. The types of questions and questioning strategies are comparatively summarized and presented in the tables below.

The questions asked by the teachers are expressed in terms of frequency and percentage. This has helped the researcher to compare questions which are repeatedly asked in classroom. Thus, the tables reflect which types of questions and questioning strategies were most frequently and less frequently used by teachers.

Besides this, the result of data collected through classroom observation were changed to percentage and interpreted as follows:

4.1.1 Types of Questions Asked by English Language Teachers

There have been a number of typologies and taxonomies of questions. Many scholars identify the types of questions by which thinking skills may be developed and tested. Depending on the scholar's classification, the following tables present which types of questions were the most and least frequently applied in language learning setting.

As stated in review literature part, effective questioning by the teacher is believed to focus on students' attention to understand lesson content. It also arouses learners' curiosity, stimulate their

imagination, and motivate them to seek out new knowledge. On the contrary, the observed questions were merely designed questions to elicit learners' prior knowledge and to check students' comprehension.

As the findings indicate, most teachers have used high-level thinking questions rarely. They rather used lower level questions which restrict learners' promoting discussion and interaction.

Table 2: Display and referential types questions (Long and Sato Classification, 1983)

	T_1		T_2		T_3		T_4		T_5		<i>Total</i>	
Types of questions	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of question	%
<i>Display questions</i>	22	20	28	25.45	16	14.54	12	11	22	20	100	91
<i>Referential questions</i>	3	2.7	1	0.9	1	0.9	3	2.7	2	1.8	10	9
<i>Total</i>	25	22.7	29	26.35	17	15.44	15	13.7	24	21.8	110	100

In order to find a distribution balance for teacher's display and referential questions, their corresponding numbers of questions in each session were counted and recorded. As shown in **Table 2**, teachers have used display questions ten times more than the number of referential questions in classroom. In other words, in five observed classrooms, out of a total of 110 questions, 100 were display (about 91%) and only 10 referential (about 9 %) themwere questions.

Thus, the results depict that the distribution of the two question types was absolutely different. The teachers commonly applied much more display type of questions that enable teachers to elicit short answers or even one word rather than engaging the students in genuine communication.

As discussed above, the display questions are usually predetermined by the teachers; this confirmed that the teachers' questions do not allow students to express opinions and exchange information; or students were not communicating in smooth reaction. Similarly, most of the questions directed to the students were convergent questions to which the answer was already known by the questioner and which in this context were asked to check students' comprehension of the text.

Therefore, the teachers' questions often focus on the form or meaning of language structures that may not advance students' learning, performance, and language skills. One of the causes for teachers' frequent use of display questions may be because of students' low-level of in lesson.

Table 3: Types of Questions asked by English Language Teachers (Bloom's Classification, 1950)

	T_1		T_2		T_3		T_4		T_5		Total	
Types of questions	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%
<i>Knowledge</i>	14	12.7	16	14.54	10	9.1	10	9.1	18	16.36	68	61.8
<i>comprehension</i>	7	6.36	10	9.1	6	5.45	4	3.63	5	4.54	32	29.09
<i>Application</i>	2	1.8	2	1.81	1	0.9	1	0.9	-	-	6	5.45
<i>Analysis</i>	2	1.8	1	0.9	-	-	-	-	1	0.9	4	3.63
<i>Synthesis</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>Evaluation</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	25	22.7	29	26.36	17	15.45	15	13.6	24	21.8	110	100

4.1.1.1 Lower Order Questions

A. Knowledge questions: Overall, **Table 3** shows that the most preferred and frequently used question type was memorable questions. It was found that the observed teachers used knowledge questions more than half of the whole summation of other types of questions. This means, out of a total of 110 questions, 68 have been knowledge. There is difference between the knowledge and the rest types especially compared with synthesis and evaluation questions. This data indicates that the students are not asked in a way they manipulate information but merely to remember, recall, recognize, and to repeat what they learnt in the previous lessons. In fact, teacher might have used such questions to start a classroom discussion and lead the communication or take the discussion to a higher level of thinking, but these questions should not be dominant.

The reason for high preference of knowledge is pointed out by Thompson (1997) that they are generally simpler for learners to answer. So, these questions are more appropriate for weaker students. It is understandable that knowledge questions are important in some aspect of language learning and teaching like remembering previously learned material; definitions, principles and lists. However, they shouldn't be taken as the main goal of language teaching since such questions play fewer roles in enhancing thinking ability of language learners. Consequently, such questions might not benefit learners to learn language in advance because they invoke lower cognitive processing.

B. Comprehension questions: Analysis of their frequency distribution delineates that comprehension questions were the most frequently used type of questions next to the knowledge type in classroom, accounting for 29.09% of all the question types. They were also commonly observed in reading lessons.

The results reveal that the second most preferred type of questions are comprehension questions which make students to explain ,restate, differentiate and rephrase ideas in the classroom. Nevertheless, these types of questions do not enable students to think at higher levels of their cognitive capacity. Rather they make them understand the meaning of the material.

Although comprehension questions do not test learners to think deeply, they can be applied depending on the purpose of classroom questioning that provides students with a meaningful scaffold to better understanding language. It may also help them to understand a story meaning in reading literatures.

C. Application questions: As shown in **Table3**, application questions composed of 5.45 % of the total percentage questions asked. Statically speaking, the number of application questions used by teachers were significantly much lower than both comprehension and knowledge questions. Even if they are much better utilized than higher order questions, they were very far from the rest lower order questions. Such types of questions were the least frequently utilized when they are compared with lower order questions: knowledge and comprehension questions.

This indicates that the students are not engaged in applying them and what they think about themselves and the field they want to study. That means, the students have inadequate

opportunity to search and solve their own real life problem by interpreting acquired knowledge, facts, techniques, and rules in a different way.

Generally, the English language teachers plan their questions commonly to evaluate students' understanding of the meaning and diagnose students' strengths and weaknesses concerning what was learnt previously. Here, students do not use a concept in a new situation or unprompted use of an abstraction. This also leads to adapt to calling for the transfer of information in predictable ways.

4.1.1.2 Higher Order Questions

D. Analysis questions: In relation to analysis types of questions, the vast majorities of teachers' questions did not comfort students to be analysts. Statically speaking, only 4 analysis questions were asked out of total. It implies the numbers of analyst students are too small in classroom. Even if analysis questions were the only higher order questions that teachers use, they were hardly asked compared with lower order questions.

As explained, analysis types of questions have high contribution to breaking information into parts that help students explore understanding and relationships among ideas. But depending on the findings, the students were not able to distinguish between facts and examine cause and effect relation of ideas.

E. Synthesis and evaluation questions:

Table 3 delineates that both synthesis and evaluation questions were not completely applied by the observed teachers in the classroom.

This reflects that the students are not promoted to the development of thinking skills. This happens because the teachers' questions are not able to make students judge about the value of ideas; students cannot put parts together to form a whole, with emphasis on creating a new meaning or structure.

Teachers did not employ higher order questions perhaps:

- Such questions take more time to give responses to questions.
- The students' ability may inhibit teachers to use these types of question
- The responses to these questions might call for long expressions and complex sentence, which are difficult for the learners to use in the classroom.
- There may be lack of planned questions. On top of that, teachers may pay more attention to knowledge and comprehension questions in order to cover the required instructional material in the given time (Kissock and Iyortsuun, 1982:44).

Generally, the results confirmed that about less than 4 percent of the questions posed in most classrooms require thinking at higher levels; as the level of thinking question increases (flow from knowledge _ evaluation) the number of questions decline sharply.

From the preceding discussion, it is evident that English language teachers advocated lower order questions than higher level questions. Low-level thinking questions are applied more because they may invoke lower cognitive processing and are useful for students who have no pre-requisite knowledge and benefit students who need to experience simple questions before moving on to complex and more abstract thinking. However, the students are going too far away from figuring out answer and seeking information by their own.

4.1.2. Teachers' Questioning Strategies

In addition to identifying the types of questions that participants used, the researcher was also interested in the specific language teaching strategies and techniques that were being used during lessons. **Table 4- 7** illustrates the overall strategies and techniques that participants were using during lesson observations.

4.1.2.1 The Methods of Nominating Students Strategies

To obtain answer to their questions in classroom, English language teachers often name and assign their students in different ways. The common nomination strategies in their questioning have been shown in **Table 4** as follow.

Table 4: Questioning Strategies-Nomination strategy used by English language teachers

<i>Nº</i>	<i>Nominating Strategies</i>	<i>Frequency</i>	<i>Percent</i>
1	Nominating after asking the question	16	14.54
2	Nominating before asking the question	9	8.18
3	Nominating a voluntary student after asking the question	74	67.27
4	Nominating after asking question in chorus(mass) response	11	10
5	Others nomination strategies	-	-
	Total	110	100

A. Nominating a voluntary student after asking the question

Table 4 depicts that nominating a voluntary student after asking the question was the most frequent questioning strategies that teachers employed in classroom. It represents that out of total questions, the majority questions were asked first followed by naming a student who raised his or her hand to respond.

Nominating a voluntary student may be the most interesting in praising and motivating students who are trying to answer; however, it does not hold the whole class students' attention in the intended lesson. This reflects that the teachers have lack of patient and do not want to embarrass students who do not know the answers. As the result, students become distracted easily from the lesson and do others out of the lesson works.

B. Nominating after asking the question

As it is shown in **Table 4**, the second most frequent nomination strategy that the teacher employed in classroom was nominating after asking the question. Statistically speaking, only 16 questions were being posed first and then nominating any students who offer the answer followed.

The way of questioning is asking questions first, giving students time to think and then ask the nominated student to answer. This nomination strategy may help to avoid repeating questions in the classroom. However, nominating a student without knowing the students' ability and the difficulty of the questions may frustrate the student to continue participation in the classroom.

Thus, every teacher is expected to survey the students' ability and allow time to think before nominating the student.

C. Nominating after asking question in chorus(mass) response

Regarding to chorus responses, only a few number of questions were asked first and responded through chorus. Statistically speaking, 10 % of total questions were replied using chorus response strategy. Although chorus response facilitates teachers to check whether their students have understood the lesson or not, it cannot be taken as testifying device for their lessons. Besides, students are not identified clearly in terms of their individual mastery of the objectives of the lesson.

It is generally a poor method of questioning when the teacher asks question and allow the entire group to answer in chorus. This method could stimulate a dull class or encourage learners to participate; however, this may have some disadvantages. Choral answer permits the learners' attention to wander and restrict the teachers from monitoring feedback from the class.

D. Nominating before asking the question

As shown in **Table3**, less than 10% of the total nominations, the teachers identified student and asked their questions to be answered. This reflects that most teachers were not familiar with this nomination strategy as major. It implies if you nominate students before you asking question, only the nominated student will think about the response for question, but this strategy cannot let other many students pay attention to the lesson.

However, this strategy should be avoided definitely because it may prevent the students from showing active participation in the classroom as they know they are not offered a chance to reply. In other word, this nomination strategy may encourage other students' inattentiveness in the class and they may not alert them to listen to the answer. Students may attempt to do other activities not related to the lesson.

4.1.2.2 Ways of Distributing Questions to Students

English language teachers distributed their questions to their students in different ways. Some of the common ones used by five observed teachers are the following:

Table 5: Distribution of questions by English language teachers (Good and Brophy, 1987)

	T_1		T_2		T_3		T_4		T_5		Total	
The way of answering	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%	N ^o of questions	%
Randomly asked	2	1.81	4	3.63	3	2.72	1	0.9	-	-	10	9.1
volunteers	16	14.54	18	16.36	8	7.27	11	10	17	15.45	70	63.63
The class as whole	4	3.63	2	1.81	3	2.72	1	0.9	3	2.72	13	11.8
The teacher him/her self	2	1.81	4	3.63	3	2.72	2	1.81	4	3.63	15	13.63
Unanswered questions	1	0.9	1	0.9	-	-17	-	-	-	-	2	1.81
Total	25	22.7	29	26.33	17		15	13.61	24	21.8	110	100

A. Questions Answered by volunteering students

As shown in **Table 5**, questions answered by volunteering students was the most frequently used ways of distributing questions in classroom, accounting for 70 (63.63) of all the distributing ways. The observation clearly showed that questions answered by volunteer students were the most superior way compared to other means of distributing questions in classroom.

Here, not all students are accountable to respond to all questions. Teachers frequently call on volunteers, and these volunteers constitute a selected group of students. This also allows most students to be silent in the classroom because they may not be expelled and motivated to respond to questions.

Sometimes, it is advisable to give chances to the volunteers when the teacher wants to save time. On the contrary, many findings informed that it will not encourage the whole students to participate and many students may pay no attention to what is being done in the classroom. This can also affect students' language learning.

B. Questions Answered by the class as a whole.

As the **Table 5** suggests, 13(11.8%) of the total questions were answered through the whole class. Teachers can allow the whole class to provide responses or chorus answer for different purposes. One of the salient purposes is to practice a new language. The other is to check students' understanding as the whole.

C. Questions Answered by Randomly asked students

Pertaining to the distribution of questions in the classroom, small numbers of questions were posed by spreading questions randomly around the class. Statistically speaking, 10(9.1%) of the total questions acquired chance to be answered through randomly asked students.

This finding reflects that the teachers' questions were not balanced to the whole class with individual student nomination. Simply, the teachers allow only a few students to monopolize responding. As a result; questions could not let most students pay attention to their class.

Distributing questions randomly in the classroom is the most indispensable strategy, because it advocates holding all students' attention in the classroom. It is also the method to ensure how the teaching and learning moves. If teachers use non-voluntary way of posing questions; it is true that students will be alert and pursue lesson. One thing should be considering that the students will think when teachers ask a question seriously.

D. Questions Answered by the Teachers Themselves

According to the data obtained from the observation, 15(13.63%) of the total questions were answered by the teachers themselves. Teachers answered their questions because they may not have enough time make students think and answer. However, the teachers could have given opportunity to students to think and analysis for each question.

Regarding unanswered questions, only two questions were not replied because of shortage of time.

4.1.2.3 Ways of Modification Questions

When the question was not understood by the students, English language teachers modify the question in different ways. The five observed teachers also employed some of the techniques of modifying questions which were able to avoid ambiguity.

Table 6: Teachers' ways of modifying of questions

N ^o	Ways of Modification Questions	Yes	No
1	The question is repeated when no response comes from the students	√	X
2	The English language teacher gives clue to make the question clear and understood	X	√
3	The English language teacher uses native /mother tongue language	√	X
4	The English language teacher changes or rephrases the question by other question	X	√

Overall, **Table 6** shows the two most preferred and predominant modification techniques employed during instruction: repeating questions and translating English language question to students' mother tongue language.

The first one, repeating questions may have been a way of avoiding unwanted silence while students processed the original presentation and or habitual behavior. However, students do not concentrate on the question since they may know their teacher's behavior of repeating. Whenever the teachers repeat questions, he or she also consumes time.

The second, teacher's translation of so many questions to students' mother language certainly aids comprehension, but at what cost? A disadvantage is that it seems to sanction use of L1 from learners. The student replied in Amharic/Tigriga, even though the student was almost certainly capable of the English equivalent. The implication for teachers is that they should attempt to maximize input in the target language wherever possible.

There are always silent students in the class. So to make them participate, the question must be related to students or the information known by students, if not, they will not be interested or participate there. Besides, the teacher can replace a difficult word with what they think is a more commonly used word. The teacher is also more expected to simplify the word, the pronunciation, grammar and discourse markers fluently. However, in the observed classes, teachers made no attempt to modify, give hints, and change the question when no response comes from students.

Therefore, modifying questions may serve two purposes. It insures that the entire class hears the question. More importantly, it may let the questioner know the students' understanding of his or her question.

4.1.2.4. Length of Wait- Time

According to the observation, students were rarely given sufficient time to formulate their answers before they were nominated and before the teacher repeated, rephrased, or went on to ask another student.

In line with this, **Table 7** shows how much time (seconds) was given to students after asking the question and before calling on a student to answer it.

Table 7: Wait- time after asking a Question by English Language Teachers
(Nunan, 1991)

<i>N^o</i>	<i>Time</i>	<i>N^o of questions</i>	<i>Percent</i>
1	<i>One second</i>	68	61.81
2	<i>Two second</i>	42	38.18
3	<i>Three second</i>	-	-
4	<i>More than three second</i>	-	-
	<i>Total</i>	110	100

As shown in **Table 7**, regarding the length of time permitted by teachers after they had asked a question, the majority of the teachers' questions (61.81 %) were given one second. Moreover, 38.18% of the observed questions were also given two seconds but, no question was allowed to be offered more than three seconds for a response. So, it confirmed that after teachers posed questions, they are impatient to allot sufficient time for a response.

Here, most students were rarely given sufficient time to think about questions after they have been asked before attempting to answer them. However, only higher achiever students volunteered to answer each question immediately, perhaps due to this extended wait time were not given and students' participation and the quality of that participation often decreases.

This finding denigrates that there were not extending thinking time from three to five seconds after asking a question; as a result, there were not raise students' participation and a significant

increase in the length of students' answers. In other word, if the questions were assigned with enough wait-time, the teacher would minimize discourse errors, ask higher level questions and encourage quieter learners. It is believed that one can learn more from having more seconds to respond to higher order questions than lower order ones (Rice,1977).

There should be at least 2 to 4 seconds after any question before any student is called on to answer it. Because, wait time allows the reflective student a chance to respond and the impulsive student or one who instantly knew the answer.

However, teachers allow students so little time to begin their responses because:

- Silence (waiting) is uncomfortable
- Lack of time—there's so much you want to accomplish in a period
- Classroom management; can't allow much "down time"
- Need to keep things moving
- Get caught up in the excitement of the lesson
- Impatient teachers
- May not realize you're not giving wait time

As discussed before, almost all the teachers' questions were comprehension and knowledge type of questions. These types of questions may not require more than 1 or 2 seconds. However, more time may be given to low proficient students to think and answer questions. 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.

4.1.3. Difficulties that English Language Teachers Face in Asking Questions

Teachers ask questions but they fail because of challenges which emerge as barriers to best practice. The observed teachers did not employ effective questions because of some difficulties discussed below:

Table 8: Difficulties that English language Teachers face in asking Questions

(Burton, 1962)

<i>N^o</i>	<i>Items in Questioning Difficulties</i>	<i>Yes</i>	<i>No</i>
1	The student fear to ask and answer questions	√	X
2	The students don't participate to response questions /culture difficulty	√	X
3	The students are highly interested in response only close-ended questions	X	√

4	There is shortage of time to ask questions	X	√
5	The English language teacher have language difficulty to form good questions	X	√
6	The students have interpretation and analysis of questions difficulty/language difficulty	√	X

As can be seen from **Table 8**, the majority of respondents perceived that the main difficulty that influences teachers not to apply effective questions was the students' fear to ask and answer. This may have occurred because of lack of motivation from teachers and the way of they used to ask questions. During observation, the students had also language difficulty to interpret the meaning of the question. As it was insured in the observation, there were mismatched ideas between what the students replied and the meaning of the questions.

Some students also remained silent during questioning. It seems that they support the culture saying "silent is golden". The students are not interested in responding to their teachers' questions. Nevertheless, shortage of time and students' interest to response only to closed questions have affected a little bit teachers' use of effective questions as compared with other mentioned challenges. Few teachers also had language difficulty to construct good questions and they ask question unrelated to the objective of the lesson.

Generally, to have a brief discussion and communication, the students' participation and language level play a great role in creating discussion in the given task. Teachers alone cannot be doing without supports from students in practicing and responding. Teachers also can create a harmony questioning technique in teaching and learning process.

4.2. Presentation of Questionnaire Results

This section is concerned with analysis of questionnaire data. The teachers' and students' questionnaire were designed to validate the information gained through classroom observation. The questionnaires were also designed for eliciting perception of teachers and students concerning English language teachers' questions and questioning strategies in their school. Besides this, they were able to obtain the information that could not be seen obviously through

classroom observation. Thus, the responses to each questionnaire statement were analyzed and interpreted comparatively as follow.

4.2.1 Analysis of Teachers' Questionnaire

Teachers forwarded their view concerning types of questions and questioning strategies that they frequently employ in EFL classroom. They also raised difficulties that face teachers not to ask effective questions based on questions provided in questionnaire as follow.

Table 9: Teachers' response to asking interpreting, analyzing, thinking and judging questions

	Statement	Response in frequency/ n° of respondents and percentage									
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
1	I ask questions that make students interpret, analysis, think and judge towards to the given topic/ issue.	-	-	2	20	3	30	5	50	10	100

As shown in **Table 9**, the first question was asked to know if teachers s' questions have the capacity to interpret, judge and think .Among all half teachers responded that their questions don't permit learners to interpret and think deeply. 20% of the teachers also argued that their questions require students to interpret and analyze only to 'some extent'. However, only a few questions that enable students to draw up their own and their peer's experiences and prior knowledge came from the teachers. This data could imply that almost all teachers have not given appropriate weight to the thinking questions at all.

If questions are not thinking and extending condition, it is burden to maintain effective language learning. In line with this, many scholars show that questioning is essential when encouraging, extending and most important challenging students' thinking (Klem and Connell, 2004). So, a few carefully prepared, thinking or selected questions are preferable to large numbers of closed questions.

Nevertheless, the finding reflects that the teachers encounter difficulties in intending thinking questions before asking the questions and it ensures that the questions are mismatch with the instructional objectives of the language learning.

Table10: Teachers' response to types of questions asked principally

2	Statement	Response in frequency/ n ^o of respondents and percentage									
	I use one of the following types of questions principally in EFL classroom	To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
	• Lower order questions	8	80	2	20	-	-	-	-	10	100
	• Middle order questions	-	-	4	40	3	30	3	30	10	100
	• Higher order questions	-	-	1	10	2	20	7	70	10	100

In terms of the three major types of questions in the light of Farrant's level of order of questions, teachers used two of the three classifications. As shown in **Table 10**, the two most predominated types of questions teachers reported are lower and middle order questions.

That means, the vast majority respondents (80%) highly agree that they did not create structures that engage all students in higher thinking rather than focusing on lower order. Likewise, 40 % of the participants also agree that their questions are middle order level. On the contrary way,

almost no respondent contended that they practiced higher order questions in the language classroom. So, higher order questions are the least common type of questions used by the teachers.

One can observe from the data that teachers seem have difficulty in purposefully planning and asking questions that require students to engage in higher-level thinking and mixed types of questions. Teachers also did not help students become familiar with the different levels of thinking and help them be aware of the kind of thinking required by the question.

Thus, though the role of teachers' questions are powerful ways to engage all students in thinking, talking, and making meaning of concepts under study, the schools' students are restricted only to low level thinking.

Table11: Teachers' response to types of Questions: display and referential questions

	Statement	Response in frequency/ n ^o of respondents and percentage								Total	
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)			
		F	%	F	%	F	%	F	%	F	%
3	I frequently ask display types of questions rather than referential questions to activate students' competence	6	60	3	30	1	10	-	-	10	100

As shown in **Table 11**, display questions dominantly used by most teachers in classroom while 10% confirmed that they used them some extent. This indicates that most of the questions directed to the students are display questions whose answers are already known by the questioner.

That teachers ask more display questions rather than asking thinking (referential) questions. But insufficient referential questions reveal that more students do not participate and produce their own sentences and improve their language skills.

Based on the evident above, the teachers asked more exceeding display questions compared with referential questions. As a result, an extremely imbalanced variation between display and referential questions might create negative effect on the students' learning language performance.

Table 12: Teachers' response to the distribution of questions to non-voluntary students

	Statement	Response in frequency/ n ^o of respondents and percentage									
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
4	I commonly distribute questions and give opportunity to answer the question for non-voluntary students to draw the student's attention	-	-	-	-	3	30	7	70	10	100

As shown in **Table 12**, respondents were asked pertaining the teachers' ways of distribution of questions. Almost all teachers pointed out that they don't distribute their questions to non-voluntary students or to those who did not raise their hand to respond. Even if some of respondents confirmed they used this technique to some extents, no response is offered in positive experience. This confirms that teachers tend to call on high achievers much more frequently than low achievers, which provide these academically able students with an additional edge.

Once more, the finding reflects the imbalance distribution of questions to the whole class equally preventing the students from lively participating in the classroom since the chance of having to answer is restricted only to a few students who raise their hands. Besides this, this strategy can invite students be out the lesson and disturb classroom.

Table 13: Teachers response concerning teachers' wait- time after asked question

	Statement	Response in frequency/ n ^o of respondents and percentage									
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
5	I give enough wait-time to response the question that increase likely hood of correct answer	1	10	2	20	4	40	3	30	10	100

As can be seen from **Table 13**, the respondents were asked if the teachers gave enough wait time to students to response to each question, but the teachers were not set abundant time. It represents, 40% of the respondents affirmed that they were giving enough wait time to some extent. Similarly, 30% of them also replied to 'limited extent'. On the other hand, only three respondents pointed out that they waited more than three seconds (wait sufficient time) for a response.

This finding depicts that teachers provided scant attention to giving enough during questioning. As the result, this shortage of time may inhibit the students from having correct answers and the students may merely guess answers rather than thinking.

It is understood that wait time as questioning strategy is not given emphasis because the teachers might not be able to design strategies to promote student thinking and foster more students'

formulating answers to more questions. Instead, teachers seemed to be worried to cover the portion through recitation and answering immediately.

Table 14: Teachers' response concerning teachers' modification of question

6	Statements	Response in frequency/ n ^o of respondents and percentage									
	If the students don't understand my question, I modify the question to make it concise and clear by:	To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
	• Repeating the question	8	80	2	20	-	-	-	-	10	100
	• Changing the question	-	-	2	20	2	20	6	60	10	100
	• Giving clue	-	-	1	10	3	30	6	60	10	100
	• Using native language	6	60	3	30	1	10	-	-	10	100

Table 14 shows techniques employed during instruction to modify non-comprehended questions included self-repetition, changing, rephrasing and translating into Amharic/ Tigrigna. It illustrates that most teachers always modify their questions through repeating and using native languages, which accounting 80% and 60% of respondents, respectively. But the lowest percentages of the respondents (10%) modify their vague questions by giving clue.

Although, it is appropriate to rephrase a question and give clue if a student does not understand the message of question, very a few respondents employed this way of modification of question. Instead of this, the teachers were repeating questions and using mother tongue languages such as Amharic and Tigrigna. Sometimes it may be necessary to make instruction clearer, but utilizing this basically, students may reject the aim of learning target language and it seems to sanction use of L1 from learners. Repeating questions is not also necessary since it does not help to keep the attention of all students. If there is the habit of repeating questions, many students do not listen at first as they know their teacher's habit.

Changing or replacement of question also has the demerit that the important raised issue is eradicated and replaced by others which may not be related. As the result, the students don't learn the intended lesson effectively.

Table 15: Teachers' response regarding teachers' difficulties in asking questions due to student's anxiety and self confidence

	Statement	Response in frequency/ n ^o of respondents and percentage									
	Issues about the Difficulties that Teachers face for Questioning in EFL Classroom	To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)		Total	
		F	%	F	%	F	%	F	%	F	%
7	Students feel anxiety and lack of self-confidence to ask and response to the raised question in classroom	-	-	7	70	3	30	-	-	10	100

In **Table 15**, the respondents were asked whether their students feel fear and lack of self-confidence in question –answer occasion that prevented the teacher from posing effective questions. Among all, 70% of the respondents expressed their agreement, 3(2.5%) also said to some extent. However, no respondent showed their agreement in terms of to 'limited extent' and 'a very great extent'. This indicates that most of the students feel anxiety and lack self-confidence to ask and reply question.

According to respondents, fear of making mistakes and lack of adequate self-confidence might be impediments to formulate answer to the questions. Thus, it may be appropriate to avoid this inhibiting factor from students by using various activities that could help students to speak and take risk.

Therefore, in language classrooms, students must rely on self-confidence and be encouraged to practice the language by their teachers. One of the ways to encourage students to use the language is to give them opportunity to use language in asking and answering questions.

Table 16: Teachers' response regarding teachers' difficulties in asking questions due to students' weakness in interpretation and understanding question

	Statement	Response in frequency/ n ^o of respondents and percentage								Total	
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)			
		F	%	F	%	F	%	F	%	F	%
8	Students' weakness of interpretation or understanding the question because of students' prior cognitive inability	7	70	2	20	1	10	-	-	10	100

As shown in **Table 16**, teachers were asked if their students have weakness to interpret what the question says because of their' prior cognitive inability. Regarding this question, 70% of respondents replied saying 'to very great extent', while no participant gave the grade to 'limited extent'. Beside this, the remaining participants counting 20% and 10 % show that students' background may affect the teachers not to apply thinking questions and effective questioning strategies.

This reflects that most students have the inability of interpretation and understanding high level questions because of their low capacity in language learning. Beside this, the teacher himself may perform inappropriate and repeated questions that are boring for the students. As the result, this may expose the students not to learn language in good manner.

Table 17: Teachers' response regarding with teachers' difficulties in asking questions

9	Statement	Response in frequency/ n ^o of respondents and percentage								Total	
		To a very great extent (4)		To a great extent (3)		To some extents (2)		To limited extent (1)			
		F	%	F	%	F	%	F	%	F	%
	Insufficient time to ask questions	2	20	3	30	4	40	1	10	10	100
	Students' language level	5	50	3	30	2	20	-	-	10	100
	Lack of training	7	70	3	30	-	-	-	-	10	100
	Limited knowledge of target culture and language	-	-	2	20	3	30	5	50	10	100
	Lack of awareness	-	-	3	30	5	50	2	20	10	100
	teachers language level	2	20	3	30	4	40	1	10	10	100

As shown in the **Table 17**, the two most common challenges the teachers encountered in asking effective questions were the influence of lack of training for language teachers and students. Insufficient time to ask and teachers' language level are also the next the most frequent difficulties for teachers to ask appropriate questions. On the contrary, limited knowledge of target language and lack of awareness are the least frequent challenges that teachers faced in applying advanced questions.

This finding reflects that English language teachers have some short coming in forming higher level questions so that they require continuous training. Besides, the students' language level doesn't match the grade level questions. No emphasis is also given to time for question and answering event rather than recitation. This makes students not to ask and think about questions.

As a result, the above things challenge the teacher not to utilized good questions in the classroom and might in turn affect the students' language learning.

10. What types of questions and questioning techniques you apply that help to engage your students in good learning process?

The respondents classify the types of questions into three categories in terms of difficulty: easy, medium and difficult questions.

7 teachers stated that the type of questions they ask depends very much on the level of the students and the type of task. They argued that since most students have a low level of language proficiency, they ask more very simple questions. Students are asked to exhibit memory of previously-learned materials by recalling facts, terms, basic concepts, and answers to the question. Simple questions have the ability to create motivation and engage in the intended objective of the lesson.

The other two also wrote down that their questions are used to demonstrate understanding of facts and ideas by organizing, interpreting, giving descriptions, and stating main ideas. This leads to interpret texts and understanding of the lesson. Furthermore, they used questions (game questions) relate with the lesson.

One among ten said, “I ask my students difficult questions related to their daily lesson”. Asking such questions enables students to pay attention because they can respond to them.

Most of the teachers expressed regarding questioning strategies that questioning strategies are techniques that motivate students in language learning. Besides, two of them engaged their students by giving exercise and assignments with positive feedback. If the questions are not understood, they translate them to the students’ mother-tongue.

They explained that they asked recall questions to lower students because most students are not accustomed to answering questions that require analyzing, synthesizing or evaluating information. As a result, students prefer display types of questions more than referential ones. Teachers spend their time on question and answer exchanges depended on their lesson objectives.

4.2.2. Analysis of Students' Questionnaire

Similar to teachers' view students also forwarded their view concerning types of questions and questioning strategies that their teachers frequently employ in EFL classroom. They also raised difficulties that face teachers not to ask effective questions based on questions provided in questionnaire.

Table 18: Students' response concerning teachers' mixed types of questions

	Statement	Response in frequency/ n ^o of respondents and percentage									
	Teacher’s questions are balanced /mixed of factual and thought questions	Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)			
		F	%	F	%	F	%	F	%	F	%
1	Only factual questions	60	50	45	37.5	15	12.5	-	-	120	100
	Only thinking questions	-	-	-	-	30	25	90	75	120	100
	Mixed questions	5	4.16	14	11.66	55	45.83	46	38.33	120	100

As shown in **Table 18**, students were asked if their teachers' questions were balanced and thought provoking. In the view of almost all respondents, teachers' questions were merely the lowest cognitive level-known as fact, recall, or knowledge which is posed to find answers to a problem. But only 4.16 % of them replied that their teachers' questions were balanced.

From the above data, it is clear that factual questions are superior to thinking and mixed questions in classroom. Coverage of content, a desire to get easy access to students' participation, lack of teachers' knowledge and tradition might be the most factors contributing to frequent use memory questions. All types of questions have their own merits; therefore, there are few teachers they believe neither of them could be excluded from the language learning that they practice in their actual asking. Therefore, there should be balanced between factual thinking questions.

Table 19: Students’ response to the quality of their questions in warming students’ mind

	Statement	Response in frequency/ n ^o of respondents and percentage									
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
2	Teachers’ questions can warm up students’ mind before moving to the main lesson	6	5	20	16.66	70	58.33	24	20	120	100

As shown in the **Table 19**, it is designed to check students attitude if their teachers questions are stimulating (warmer) approach. However, the majorities of teachers’ questions did not energize and empower the students. Statically speaking, 58.33 % students disagreed and 20% of students strongly disagreed that teachers’ questions comfort students to be energizer and empowered much enough. However, the rest 16.66% and 5% of respondents said ‘agree’ and ‘strongly agree’ respectively that their teachers’ questions create a vivid picture in their mind.

From the above data, it is understood that the teachers did not have the habit of asking procedural questions that engage learners in the content of the lesson and classroom interaction. They concentrate on convergent questions which do not match with students’ need and interest. Although needs analysis is the preliminary element in designing questions that enable students to show active learning, the teachers could not identify the students need while they ask. Likewise, they did not apply game questions or entertaining questions.

Table 20: Students' response with regard to teachers' questions in allowing students to enjoy, think, argue and solve problem

	Statement	Response in frequency/ n ^o of respondents and percentage									
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
3	Teacher's questions allow students to enjoy, think , solve problem and argue	8	6.66	30	25	50	41.66	32	26.66	120	100

As could be seen from **Table 20**, the respondents were asked if their questions are enjoyable, thinking, problem solver and arguable since most of the questions are guessed low cognitive. Among all the majority (68.32%) of the respondents replied disagreement whereas the minority of respondents (31.66) showed their agreement that their questions can motivate , deepen students' thinking level and increase their ability to conceptualize an idea. This implies teachers don't create interest and motivation that engages students actively involved in lesson.

This finding matches with Wilen's (1991), that the majority of questions asked by teachers are low level cognitive questions that require students to focus on memorization and recall of factual information rather than questions which concentrate on thinking, enjoying and solving problems. This depicts that the teachers' questions do not require students to generate ideas except listing to respond to the questions.

From the preceding discussion, it is evident that these teachers needed strong training to build asking enjoyable and arguable questions.

Table 21: Students' response to having sufficient wait time after asking questions

	Statement	Response in frequency/ n ^o of respondents and percentage									
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
4	English language teachers offer you sufficient wait time to increase in speculative responses and the average length of student response	15	12.5	32	26.66	53	44.16	20	16.66	120	100

As can be seen from **Table 21**, the majority of the students answered that they time constraints to respond to questions successfully. When asked if there is insufficient time to give answers the questions especially for open-ended questions; 44.6% and 16.66% of the respondents replied saying 'disagree' and 'strongly disagree', respectively to the statement. But the remaining 26.66% and other 12.5% answered saying 'agree' and 'strongly agree'. This means even if some open-ended questions are posed which require much wait-time; they are being replied immediately or by teacher himself.

This reflects that the teachers cannot significantly enhance the analytic and problem-solving skills of students by allowing sufficient time before responding , both after posing a question and after the answer is given. The teachers are thinking about only the question and covering the contents, not response. This strategy also prevents the students from deep understanding, increasing speculative answers and giving lengthy response for the question raised.

This elaboration reveals that the school's students have no the opportunity to think, argue and describe response. As a result, most students become passive participants in the classroom because they did not answer due to the shortage of allotted time.

Table 22: Students' response to teachers' distribution of question to voluntary students

	Statement	Response in frequency/ n ^o of respondents and percentage								Total	
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)			
		F	%	F	%	F	%	F	%	F	%
5	You are asked to reply to the question if you are only voluntary to participate.	90	75	30	25	-	-	-	-	120	100

The students were given likert scales questions that signify degrees of agreement to their teachers' distribution of questions if they are asked to reply when they are voluntary to answer. Two-third of the respondents confirmed strongly that they are requested to offer answer whenever they are only voluntary. Similarly, 25% of the respondents also agreed that they are given chance to respond when they raise their hand but no respondent has been ever asked when he or she is non-volunteer.

The result indicates that the teachers call on voluntary students to answer questions—a time-honored approach in many classrooms. This way may help the teacher to maximize correct answer in the classroom; nevertheless, it prevented the students from lively participating in the class. It doesn't also hold the attention of the whole class rather than encouraging only voluntary students. Besides this, it might invite students to do other unwanted works which are not related with the lesson and disturbing in classroom.

However, based on the position of the respondents, the practices of calling on non-volunteers became the dominant nominating strategy. This also makes the students dependent upon teacher to respond. Thus, this distributing technique should not be adopted much, because it encourages passive learning language in classroom. Then, questions should be distributed randomly or lottery system based on students answering ability and difficulty of question (Perrot, 1986).

Table 23: Students' response with regard to clarity and understandability of teachers' questions

	Statement	Response in frequency/ n ^o of respondents and percentage									
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
6	Teacher's questions are clear and well- suited to students need and wants	20	16.66	30	25	52	43.33	18	15	120	100

Table 23 shows that the teachers' questions qualities slightly vary from one teacher to other teacher. The students were asked to evaluate their own English language teachers' questions if they are clear and well-suited using a likert scale that ranges from strongly agrees to strongly disagree.

As shown in the table, 43.33% of the respondents affirmed that their teachers' questions are not purposefully planned based on students' interest and do not focus on the salient elements in the lesson. Likewise, 15% of them also completely disagreed with the statement. However, half of respondents informed that the questions are well planned and clear.

This indicates that more than half of teachers' questions need to be modified and purposefully planned. Because improper phrasing and in appropriate use questions may result in unintentionally cueing (guessing) and inability to accurately assess students. Besides, the students misunderstand the instruction what they will do and simply consume much time thinking about what the question says.

Table 24: Students response concerning modification of teachers' questions

7	Statement	Response in frequency/ n ^o of respondents and percentage									
	If teachers' question is not neat and clear, the teacher modifies to the vague question by:	Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
	• Using native language	70	58.33	40	33.33	10	8.33	-	-	120	100
	• Giving clue/rephrasing	-	-	12	10	20	16.66	88	73.33	120	100
	• Changing the question	24	20	12	10	84	70	-	-	120	100
	• Repeating the question	75	62.5	45	37.5	-	-	-	-	120	100

Table 24 depicts how the teachers modify the vague question so as to make it clear and understandable for non-volunteer students. As shown in the Table 24, the highest percentage of teachers are using native languages and repeating the question which accounts 58.33% and 62.5%, respectively. But almost no teacher employs giving contextual hint (meaning) to vague question. In other word, majority of the teachers agreed' to a very great extent that they usually use mother-tongue language and repeat the question if it is not clear. The rest respondents (36%) suggested their teachers change the question.

As questioning strategic, it is essential rephrasing and giving clue to question if a student does not understand it. But it was confirmed that this method is not implemented in the school. As explained above, when students do not understand questions, the teachers are frequently using mother languages such as Amharic and Tigrigna and repeating questions. Nevertheless, if it is, it may encourage students to expect Amharic/Tigrigna translation of asked question. This may

affect English language learning because the students always expect mother tongue language and ignore the objective of learning English language.

Table 25: Students' response regarding teachers' difficulties in asking questions due to students' silence and nervousness

	Statement	Response in frequency/ n ^o of respondents and percentage									
		Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)		Total	
		F	%	F	%	F	%	F	%	F	%
8	I am too silent and nervous to ask and answer questions in the classroom	20	16.66	60	50	28	23.33	12	10	120	100

As shown in the **Table 25**, the students reported they are too silent and nervous to ask and answer in classroom. Half of the total respondents agreed and 16.66% of them also strongly agreed in the positive experience but the rest respondents accounting 23.33% and 10% responded disagreed and strongly disagreed, respectively. In other word, most of the students did not engage themselves in asking questions and answering learning English language lesson properly.

According to respondents, fear of making mistakes and lack of adequate vocabularies are impediments to formulate questions and reply. Besides, the culture of students inhibited students from asking questions and they may familiarize the proverb 'silent is golden'. Thus, it may be appropriate to avoid this inhibiting factor from students by using various activities like debate that could help students to speak on the stage.

Generally, this reveals that students may have other problems in using English language to ask and answer questions. Teachers who were observed stated that in addition to fear of asking questions, they may not well acquainted with the language structures and patterns.

Table 26: Students' response regarding teachers' difficulties in asking good questions

9	Statement	Response in frequency/ n ^o of respondents and percentage									
	Why teachers do not ask higher level questions in classroom?	Strongly agree(4)		agree (3)		Disagree (2)		Strongly disagree (1)			
		F	%	F	%	F	%	F	%	F	%
	Teachers’ language level	30	25	75	62.5	12	10	3	2.5	120	100
	Insufficient time to ask questions	-	-	-	-	90	75	30	25	120	100
	The influence of text book questions	60	50	30	25	30	25	-	-	120	100
	Large class size	12	10	25	20.8 3	38	31.66	35	29.16	120	100
	Insufficient material	-	-	-	-	30	25	90	75	120	100

As shown in the above **Table 26**, the two most common challenges the students reported that their teachers are encountering in asking low level questions were the influence of text book questions and teachers' language level. Large class size and insufficient time to ask are the next most frequent difficulties for teachers to ask questions. On the contrary, rare respondents commented that insufficient use of material and time could be another influence in applying advanced questions.

This reflects that English language teachers have incapacity and lack of awareness in forming higher level questions that enable students to answer question easily. So, they have the habit of forming easy questions. Besides, exercise in the English texts book might be consists of exceeded closed ended questions.

From the above discussion it can conclude that such challenges may prohibit teachers from utilizing effective questions and questioning strategies in classroom. Consequently, the students have not opportunity to obtain advanced questions.

10. How do you think thinking questions affect students' language development?

The 120 students were asked to express their feeling regarding with how questions affect students' language development. The responses of the respondents were almost similar. They said that questions and questioning strategies are used to create a genuine communication among students in language classroom setting.

Specifically, half subjects (50%) wrote down that questions have high influence on students' language development. The respondents have given the opinion that asking students thinking questions create an environment in the classroom where the students can express themselves, their opinions and ideas, thus helping create a life like atmosphere in the classroom. Having this in mind, those same students have raised that these questions enable students to practice language frequently and produce longer utterances. However, very simple or display questions are not able to participate learners actively.

To strengthen the above ideas, some respondents (29.1%) also believed that questions especially thinking questions generate more autonomous students, taking risks about what they say and how they say it. In line with this, the remaining respondents (20.9%) claimed about the effect of thinking questions are that they enable students to deepen thinking and increase the ability of conceptualizes.

4.3. Analysis of Teachers' Interviewees' Responses

In order to gather information regarding teachers' view on English language teachers' questions and questioning strategies, the researcher prepared five interview questions for five observed teachers (see the Appendix-D). Each of the questions was semi structured. The interview questions were focused on types of questions asked by teachers, strategies of questioning, difficulties that face in asking question and the effect of teachers' questions.

- 1. What do you think about English language teachers' questions and questioning strategies in classroom? Could you explain them, please?**

In question N^o 1, all the five English teachers were asked to express their feeling about English language teachers' questions and questioning strategies in classroom setting. The responses of the interviewee teachers were almost similar.

Most interviewees (T1, T3, and T4) have responded that there are different types questions that English language teachers apply to assess the students' memory of previously-learned materials. One of them has strengthened this by saying:

The questions are commonly posed in the form of yes or no, true or false, choice and matching items which enhance single correct answer. Furthermore, while some questions are so easy to answer, others also go beyond the capacity of students.

Concerning of questioning strategies, three of them stated that it is the way of healthy interaction between teacher and students in asking and answering occasion in classroom. Specifically, giving wait time, feedback to respondents and creating a climate conducive to learning language questions which will require students' participation.

Similarly, the two interviewees (T2 and T5) have suggested that teachers' questions may be closed and opened ended. A closed question is one in which there are a limited number of acceptable answers, most of which will usually be anticipated by teacher. Especially T2 expressed:

For example, "What is a definition for 'Adjective'?" requires that students give some characteristics of adjectives and their function. On the contrary, an open question is one in which there are many acceptable answers, most of which will not be anticipated by the teacher. He added "What is an example of an adjective?" requires only that student's name "any adjective." The teacher may only judge an answer as incorrect if another part of speech or a totally unrelated answer is given.

They also expressed questioning strategies as giving chance to students to answer the question who raised their hand to answer. They are methods that are used to identify the higher, middle and lower students in the classroom.

Generally, more or less, the interviewee teachers have some extent awareness regarding with teacher's questions and questioning strategies but most participants have not explained

concerning to the higher level types of questions and questioning strategies in advance. Furthermore, no one has explained about Blooms' taxonomy questions. This reflects teachers may not have enough awareness and implementation of promoting thinking questions and effective questioning by the teachers.

2. Do you think that effective questions and questioning strategies are being practiced by Korem secondary school English language teachers? If not, please state the reasons?

In question N^o 2 the interviewees were asked if effective questions are practiced in their school. The response of the five interviewees on this issue was different.

T1, T4 and T5 confirmed that effective questions and questioning techniques are not implemented in that school much enough. One of them (T5) reason out:

It is not easy to ask effective questions and use questioning strategies during language lesson. It needs advanced training, and ability to ask. He added that teachers concentrate on very simple and definition question that enable students to show active participation in the classroom.

On the contrary two among them (T2 and T3) said "since we are asking a lot questions in daily lesson, there are effective questions and questioning strategies in our school." Furthermore, they expressed that their school students' scored high mark in English language, so their questioning system may have helped scoring that good grade.

As dictated in the above paragraphs, the teachers implemented trick questions and draw back questioning techniques. They spend little time in the preparation of challenging and qualified questions, subjecting students to a regulated thinking which encouraged intellectual process. It can be concluded that numbers of teachers may ask a lot of questions in daily lesson but the only exceed number of questions doesn't achieve the objective language learning.

3. Different language experts believe that questions should be challenging and extended with various answers. What is your opinion towards this idea?

In question N^o 3, all the teachers were asked to express their opinion of agreement on the idea of questions should be challenged. But the opinion of the five interviewees on this issue was almost different.

For this question, three among them (T1,T3 and T4) expressed that there are procedures in asking questions based on the principles but questioning should start within exceeded simple questions and move to complex one.

Meanwhile, one of the respondents (T1) strengthens by saying:

This procedure allows learners to participate, and it needs less preparation by the teachers. However, challenging and extending questions decrease the number of right answer, consume time and it is not comfortable to test recall questions. So the majority of teachers' questions should be closed-ended questions to elicit prior knowledge and check comprehension.

Nevertheless, T2 has supported the languages expert's opinion. She has suggested that challenging and extended with various answers questions allow pupil to explore a range of possible answer. The uses of such questions also remove the idea that there is a definitive right answer, it also helps to enhance, synthesis their thought and to solve problem of thinking idea. Thus, so as to maximize thinking ability of the language, the question should be challenging.

But one of them was the unwillingness to provide response either accept or reject the experts' opinion. He said, "I have not idea regarding this idea."

The above analysis reflects that all types of questions have their own pros and cons sides but majority of teachers limited the opportunity of using higher thinking and challenging questions. It may be due to this that higher level questions require practice, experience and preparation. But, as explained in review literature part, every teacher should fulfill these pedagogical teaching methods.

4. What major difficulties/challenges do you face while asking questions in your teaching English language in classroom? And how do you try to solve these difficulties/problems?

In question N^o 4, the teachers were asked to explain challenges in asking questions and their solution. Almost all teachers responded the similar ideas.

The first interviewee (T1) has strongly asserted that the English teachers' questions do not satisfy the students in their learning language. He stated:

The main difficulties in asking questions in English language classrooms are the weakness of students in analyzing the question and their cultural backgrounds. Besides, students mightn't understand the question easily because of wrong structural forming and teachers' pronunciation. Additionally since teachers' questions contained so much unfamiliar vocabulary items; students who do not have enough vocabulary might not be able to comprehend the questions. As a result, the students failed to answer the questions. Concerning this issue, he confirmed that he tried to modify the question by translating it into Amharic or Tigrigna language.

Two of the respondents (T3 and T5) have expressed saying, “Most of students are unwilling to express any idea, opinions and feelings to teachers’ questions.” As a result, students have no information or ideas to contribute to the discussion in the class. Thus, the teachers inevitably have to solve this problem by motivating them to participate by explain the importance and objective of the question.

One among them (T4) has said that open-ended questions in grade 10 and 9 text book are not taught basically to the students. For example, the topics passage ‘*insects*’ contain ‘True or False items. Thus, as he has said, this influences teachers and students to apply only low level questions in the classroom. In this context we don’t try to modify or solve the questions which are written in the text book.”

One of the interviewees (T2) also expressed that many teacher have lack of ability to handle and listen carefully to the students’ questions and answers. He reasoned out:

This may happen because the students’ offer varied and diverse interpretations of a question because of misunderstanding. Besides this, some questions may not need a definite answer but students prefer to have a single answer and to be praised.

The other constraints raised by the teachers to impede the successful questioning strategies are:

- Time constraints
- Students' less participation;
- Not wanting to embarrass students
- Lack of teacher knowledge and skills

- Lack of commitment from teachers' to implement.
- Lack of awareness on the part of teachers about questions

As dictated in the above paragraphs, teachers have difficulties due lack of awareness and implementation pertaining types of questions and questioning techniques. To overcome these difficulties, the teachers reported that they have tried to apply some techniques like encouraging students, training, repeating and translating of questions.

5. What do you think are the effects of questions and questioning strategies in student's performance of language?

In the last question, all the teachers were asked to explain the effects of questions and questioning strategies in student's performance of language. Surprisingly, almost all interviewees have the same ideas.

The two interviewees (T1 and T5) explained that effective teachers' questions especially, higher order questions have a tremendous effect on students' language development. This can be seen in words taken from one interviewee (T1):

Learning is enhanced by questioning; questions stimulate thinking and help them expand and express their knowledge of the world. Furthermore, they enable students to form structure of grammar pattern and formulate vocabulary formation.

The other two interviewees (T2 and T4) confirmed that questions enable students to enrich the ability of listening, reading, writing and speaking skills if students have the habit of responding to questions. That is why some students practice and improve language skills.

Besides, the third interviewee has raised the idea that questioning can facilitate interaction and student discussion on the raised issue. In addition to this; with the right questions students develop critical thinking skills that help them to increase their cognitive levels.

He has also strongly asserted that appropriate questions give students the opportunities to express their opinions and feelings; and they are be able to make genuine communication in classroom setting. Especially effective questions build full of self-confidence and happiness on students.

To sum up, from the above data analysis from interview, one can understand that; teachers have enough awareness and training regarding with questions. Effective questioning does not always

happen, even among teachers with considerable experience in teaching but there should be improvement in questioning skill. On the contrary, this finding reveals that teachers still pose questions in much the same way as always traditional, with most of the questions being low-level, not utilizing the encourage able and engage able strategies to the whole students.

This reliance on low-level questions and neglecting other types of questions promotes rote learning and discourages higher-order thinking processes among learners. This also affects students in language learning. Furthermore, there are constraints (low of students' language proficiency and participation) were raised by Korem Secondary School teachers' as obstacles for their low implementation of questioning strategies EFL classes.

4.4. Discussion

As the findings reveal teachers ask questions to students to engage students in to the lesson. However, the teachers in Korem High School have employed lower order level questions during the observations were conducted. Pertaining questions strategies teachers were frequently asked to voluntary students without enough giving enough time. They also modify questions through translating and repeating questions. Similarly, teachers confirmed in the questionnaire and interview that they advocated display questions rather than referential questions. They also did not distribute questions to non voluntary students. This finding is partially in agreement with the finding of Zerhun (1995).

Both teachers and students have shown a negative reply in using critical thinking questions while the minority of respondents stated teachers' questions were stimulating, thinking and challenging. This slight gap confirmed there are consensuses among the stakeholder in asking methodology of English language.

There are match among classroom observations, questionnaire and interview result concerning the difficulties that face students to get effective questions. In line with this students' low understanding questions, lack of teachers language proficiency, lack of training were common challenges.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study, findings and recommendations for further study.

5.1. Summary of the Study

As indicated in the introductory part, the study was aimed to identify the types of questions English language teachers most commonly employ and questioning strategies they used in their classroom. Thus, specifically, the research project has attempted to answer:

- What types of questions do English language teachers ask in their classrooms?
- How do the English language teachers pose their questions to their students?
- What questioning strategies do teachers use in their classroom?
- What difficulties do teachers face in using appropriate questions and questioning strategies?

For the attainment of the research requirements, the researcher has carried out the following procedures. Only one secondary school was selected intentionally. There were also ten teachers and a total of 120 students who were involved in this study; particularly five teachers were the main target participants to simplify the way of gathering data. From ten teachers, five were observed with the help of checklist prepared by the researcher. Besides, questionnaires were distributed to both the whole teachers and 120 students. To triangulate the data, a semi- structure interview was prepared and administered to five English teachers.

The major data collection for this research was observations. The remaining instruments were like interview and questionnaire were used to supplement the major data collected through observation. The data collected through all these instruments were also analyzed through frequency, percentage and descriptive interpretation.

The research finding shows that there are dearth use effective questions and questioning strategies. As the result, there has been very little change in students' thinking practice.

Concerning types of questions, it is corroborate that intensive communication takes place by asking questions and answering. In questioning and answering exchange, questioning that promote thinking is very important. However, the result has shown that, of teachers' questions, the predominating ones are those that are concerned with simple data and recall of facts already learned which fall under lower order questions.

As it was evident from data analysis, knowledge and comprehension questions (display questions) were the first two prioritized types of questions that the English language teachers applied in the classroom. Numerically, the research confirmed that above 90 % of all types of questions are lowest cognitive level and almost all teachers haven't the habit of asking more thought provoking questions.

Asking low order level questions may have their own contributions in teaching and learning English. However, concentrating on factual answers has a little benefit to develop the creative thinking and creative ability of learners that provide students opportunity to practice the language skills.

In addition to teachers' questions, different questioning techniques were being applied by the English language teachers during lessons. Nevertheless, wait-time, which was the most interesting in questioning, given to think about the teachers' question was not more than 1-2 seconds in all cases. Pertaining the ways of distribution of question, above 63 percent of the total questions was answered by volunteers but 9.1 percent of the total questions were answered by randomly asked students. This confirmed that not all students are accountable to respond to all questions. The teacher automatically prioritized high achievers, focusing on the students in the first few rows and chose the selected few students to answer questions.

As it was observed in the classroom and obtained from other data collected, the attempts made by the teachers to modify questions were translating language and repeating questions. The teacher systematically employed these modification techniques, though these were often used for purposes other than improving comprehension and making vague questions understandable. Rephrasing questions, which was never observed on teachers, is very indispensable to a simplified and standardize comprehended questions.

Regarding nomination strategy, most teachers asked the questions nominating the voluntary students. Likewise, some questions were presented after naming a student to answer. However, a few teachers nominate students before asking question. This method of nomination a student may not be helpful, since it encourages others to pay less attention to the questions asked.

Low students' language proficiency, fear of making mistakes or unwilling to participate classroom setting, time related, trainer related and teachers related were commonly discovered to know the challenges faced in implementation effective questioning strategies in EFL classroom.

Finally, the participants view that questions and questioning strategies play an important role in developing students' proficiency languages skill. Thus, higher level questions positively affect to the implementation language learning in EFL classroom.

5.2. Conclusions

In the modern communication, communication oriented teachers are interested in the process of providing questions and answers. Due to that, they typically spend anywhere different questions of their instructional time asking questions but it is not assessed whether the raised questions are effective or not.

It is believed that in EFL context, teachers' questions and questioning strategies play central role as resource of the methodology of teaching language. In other words, questions are the fertilizer that teacher uses to nurture the plant called learning that teachers take responsibility for asking questions. However, inappropriate questions in the school affect students' language learning.

Hence, based on the finding of this research, the following conclusions are drawn. The current English language teachers asked none examining (higher level) questions. It may be due to lack of awareness how they pose and why they ask these questions. In other word, most teacher questions are at the lowest cognitive level-known as fact, recall, or knowledge and comprehension questions that do not require much higher order thinking. They almost never provided advanced questions and effective questioning techniques for students to successfully develop their active participation. As the result, this process contributed fewer roles in learners' involvement in the learning process.

The finding clearly indicates that there are imbalanced distributions of varieties of questions and traditional questioning strategies. Of course, there are flexible methods of questioning but the teachers have not given enough attention to the application of questioning strategies in language classroom. For instance, not all students were accountable to respond to all questions. Teachers frequently call on volunteers, and these volunteers constitute a selected group of students. Other, teachers typically wait less than one second after asking a question before calling on a student to answer and they wait even less time (usually less than a second) before speaking after a student has answered. This leads students not to be asked, to think actively and develop their creative thinking.

Generally, based on the findings of the study, the following conclusions are drawn specifically:

- The teachers of EFL in Korem Secondary School seem to be not aware of the importance of high level questions for language learning;
- Lower level questions are more dominantly employed than high level one in Korem High School;
- No sufficient time allowed for a question;
- Questions are not commonly distributed randomly in the classroom;
- The teachers frequently call on voluntary students for responding;
- The teachers modify vague questions through translating and repeating the question;

Concerning the key factors that challenge the implementation of asking effective questions, the following are found to be negatively affecting:

- Teachers and students tendency to use traditional/ lecture method
- Lack of awareness on the part of teachers;
- Lack of teachers' specific training;
- Students' poor performance in language learning.

5.3. Recommendation

There is no doubt that effective questions in EFL classroom can improve students thinking ability in learning language. Therefore, it is necessary for teachers to ask user friendly questions and apply questioning strategies providing productive information to both teachers and students. The researcher has a strong believe that English language teachers should ask thinking types of

questions as principal. Besides, teachers should not forget the essentiality of assessing other types of questions and questioning strategies while they teach in the classroom.

More importantly, there is a high expectation for English language trainers to improve their own knowledge concerning types of questions and questioning strategies. Teachers also should be able to receive sufficient knowledge in the area of questions while they are in the job or taking undergraduate course.

Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of questions and questioning strategies in EFL setting;

- Educational bureau and language trainers should offer adequate training and awareness about the questions and questioning strategies for English language teachers.
- Teachers should plan (in daily lesson plan) their questions before asking and ensure that the questions are concise, clear and match with instructional objectives. Because improper phrasing and the use of multiple questions related to the same topic may result in guessing and inability assess student understanding.
- Teachers should try to lead students to higher-level thinking processes and ask them as many demanding questions as possible in order to arouse curiosity and interest to the lesson. Questions that require only remembering of facts from pupils should be also minimized because such questions limit students to explain their ideas using the target language in the classroom.
- Teachers should avoid Trick questions like ‘yes –no’ while they asking questions. Such questions encourage students to respond without fully understanding / thinking through the issue. When used, such questions should be followed by other questions to determine the thinking process of students. Furthermore elliptical, tugging, guessing, leading and vague questions should be avoided.
- Teachers should create harmony condition in asking questions and a climate conducive learning. A happy facial expression, nod/ verbal acknowledgment of correct response encourage other students to participate in the discussion.
- It is advisable that students should be given wait time depending upon the purposes of questioning. The teacher can significantly enhance the analytic and problem solving skills

of students by allowing sufficient wait time before responding, both after posing question and after the answer given.

- Students should be motivated to respond for answer. This creates strength on the students' potential.

Finally, the researcher recommends scholars to study on the use of questions, the questioning strategies, purposes of questions in relation to language teaching. In addition, the curriculum of secondary schools teachers training colleges and their implementation should be assessed with respect to the types of questions and questioning strategies. Therefore, this paper does not in any way claim to be a complete one, it is deemed essential that more research has to be conducted on the problem, in order to come up with a reliable solution.

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SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

APPENDICES

APPENDIX - A-

Classroom Observation Checklist

Teachers' /Classroom Observation -1

This observation checklist is designed to observe the types of questions that the English language teachers of the school use in their actual teaching.

Name of the school: _____

Teacher's code n^o: _____

Class observed: Grade _____ *Section* _____

N^o of students in a class: _____

Topic of the lesson: _____

Data: _____ *Time:* _____

Classroom Observation Checklist -A₁

Table 1: Types of Questions asked by English Language Teachers (Long and Sato Classification,1983)

	<i>T₁</i>		<i>T₂</i>		<i>T₃</i>		<i>T₄</i>		<i>T₅</i>		<i>Total</i>	
<i>Types of questions</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>
<i>Display questions</i>												
<i>Referential questions</i>												
<i>Total</i>												

Classroom Observation Check List -A₂

Table 2: Types of Questions asked by English Language Teachers (Bloom's Classification, 1950)

	<i>T₁</i>		<i>T₂</i>		<i>T₃</i>		<i>T₄</i>		<i>T₅</i>		<i>Total</i>	
<i>Types of questions</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o of questions</i>	<i>%</i>	<i>N^o</i>	<i>%</i>
<i>Knowledge</i>												
<i>comprehension</i>												
<i>Application</i>												
<i>Analysis</i>												
<i>Synthesis</i>												
<i>Evaluation</i>												
<i>Total</i>												

Teachers' /Classroom Observation-2

This observation checklist is designed to observe questioning strategies that the English teachers of the school use in their actual teaching.

Name of the school: _____

Teacher's code n°: _____

Class observed: Grade _____ *Section* _____

N° of students in a class: _____

Topic of the lesson: _____

Data: _____ *Time:* _____

Classroom Observation Checklist -A₃

Table 3: Questioning Strategies-Nomination Strategy used by English Language Teachers (Perrott, 1986)

<i>Nº</i>	<i>Nominating Strategies</i>	<i>Frequency</i>	<i>Percent</i>
1	Nominating after asking the question		
2	Nominating before asking the question		
3	Nominating a voluntary student after asking the question		
4	Nominating after asking question in chorus(mass) response		
5	Others nomination strategies		
	Total		

Classroom Observation Checklist -A₄

Table 4: Distribution of Questions by English Language Teachers (Good and Brophy, 1987)

	<i>T₁</i>		<i>T₂</i>		<i>T₃</i>		<i>T₄</i>		<i>T₅</i>		Total	
<i>The way of answering</i>	<i>Nº of questions</i>	<i>%</i>	<i>Nº of questions</i>	<i>%</i>	<i>Nº of questions</i>	<i>%</i>	<i>Nº of questions</i>	<i>%</i>	<i>Nº of questions</i>	<i>%</i>	<i>Nº</i>	<i>%</i>
<i>Randomly asked</i>												
<i>volunteers</i>												
<i>The class as whole</i>												
<i>The teacher him/her self</i>												
<i>Unanswered questions</i>												
<i>Total</i>												

Classroom Observation Checklist –A₅

Table 5: Table 4.5: Ways of modification questions by teachers

<i>N^o</i>	<i>Ways of modification Questions</i>	<i>Yes</i>	<i>No</i>
<i>1</i>	The question is repeated when no response comes from the students		
<i>2</i>	The English language teacher gives clue to make the question clear and understood		
<i>3</i>	The English language teacher uses native /mother tongue language		
<i>4</i>	The English language teacher changes or rephrases the question by other question		

Classroom Observation Checklist A₆

Table 6: Wait- time after asking a Question by English Language Teachers (Nunan 1991)

<i>Time</i>	<i>N^o of questions</i>	<i>Percent</i>
<i>One second</i>		
<i>Two second</i>		
<i>Three second</i>		
<i>More than three second</i>		
<i>Total</i>		

Teachers' /Classroom Observation-3

This observation checklist is designed to observe the difficulties that English language teachers face in using appropriate questions and questioning strategies?

Name of the school: _____

Teacher's code n°: _____

Class observed: Grade _____ *Section* _____

N° of students in a class: _____

Topic of the lesson: _____

Data: _____ *Time:* _____

Classroom Observation Checklist –A₇

Table 7: Difficulties that English language Teachers face in asking Questions
(Burton, 1962)

<i>N^o</i>	<i>Items in Questioning Difficulties</i>	<i>Yes</i>	<i>No</i>
1	The student fear to ask and answer questions		
2	The students don't participate to response questions /culture difficulty		
3	The students are highly interested in response only close-ended questions		
4	There is shortage of time to ask questions		
5	The English language teacher have language difficulty to form good questions		
6	The students have interpretation and analysis of questions difficulty/language difficulty		

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DEPARTMENT OF ENGLISH

APPENDIX –B-

QUESTIONNAIRE FOR TEACHERS

General Information

Dear: English Language Teachers

The researcher is presently making an investigation on English language teachers' questions and their questioning strategies in Korem high school. The following questionnaire is; therefore, designed to gather relevant data for the study from you. As a result, your response will have much contribution to the success of the intended research.

So, please read each item in the questionnaire carefully and give your genuine response. I would like to assure you that all your responses would be kept confidential and used only for the intended research purpose. Consequently, you are kindly requested to give your opinions freely.

N.B:

You are **NOT** required to write your name.

Thank you for your genuine response in advance!

Instruction

Indicate your answer by putting a “√” in the boxes given. For close- ended questions write your opinion in the spaces provided.

Part One: Personal Information

Sex: Male ☐	Age: <24 year ☐	Work experience in teaching: 1 year ☐
Female ☐	24-27 year ☐	2-3 years ☐
	28-35 year ☐	4-10 year ☐
>35 year ☐	> 10 year ☐	
Level of education: Diploma ☐	Degree ☐	Master Degree ☐

Part Two: Putting a Tick mark /“√”/ on the Table that shows Scale

Please indicate to what extent you agree or disagree to each of the following statements. Put a tick mark “√” to the parallel to the number that you choose.

To a very great extent=4 To a great extent =3 To some extents =2 To a limited extent=1

Nº	Issues about Teachers' Types of Questions in EFL Classroom	4	3	2	1
1	I ask questions that make students interpret, analysis, think and judge towards to the given topic/ issue.				
2	I use one of the following types of questions principally in EFL classroom				
	• Lower order questions				
	• Middle order questions				
	• Higher order questions				
3	I frequently ask display types of questions rather than referential questions to activate students' competence				
	Issues about Teachers' Questioning Strategies in EFL Classroom	4	3	2	1
4	I commonly distribute questions and give opportunity to answer the question for non-voluntary students to draw the student's attention				
5	I give enough wait-time to response the question that increase likely hood of correct answer				
6	If the students don't understand my question, I modify the question to make it concise and clear by:				
	• Repeating the question				
	• Changing the question				
	• Giving clue				
	• Using native language				

	Issues about the Difficulties that Teachers face for Questioning in EFL Classroom	4	3	2	1
7	Students feel anxiety and lack of self-confidence to ask and response to the raised question in classroom				
8	There is insufficient time to ask questions especially open-ended questions, as the time is utilized to cover portion by teacher's talk.				
9	Insufficient time to ask questions				
	Students' language level				
	Lack of training				
	Limited knowledge of target culture and language				
	Lack of awareness				
	teachers language level				

Part Three: Answer the following question as it is required

- 11.** What types of questions and questioning techniques you apply that help to engage your students in good learning process?

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APPENDIX -C-

QUESTIONNAIRE FOR STUDENTS

General Information

Dear: Students

The researcher is presently making an investigation on English language teachers' questions and their questioning strategies in Korem high school. The following questionnaire is; therefore, designed to gather relevant data for the study from you. As a result, your response will have much contribution to the success of the intended research.

So, please read each item in the questionnaire carefully and give your genuine response. I would like to assure you that all your responses would be kept confidential and used only for the intended research purpose. Consequently, you are kindly requested to give your opinions freely.

N.B: You are **NOT** required to write your name.

Thank you for your genuine response in advance!

Instruction

Indicate your answer by putting a “√” in the boxes given. For close- ended questions write your opinion in the spaces provided.

Part One: Personal information

Sex: Male ☐

Female ☐

Age: <14 year ☐

14-18 year ☐

19-24 year ☐

>25 year

☐

Part Two: Putting a tick mark /“√”/ on the Table that shows Scale

Please indicate how far you agree or disagree to each of the following statements. Put a tick mark “√” to the parallel to the number that you choose.

Strongly agree = 4	Agree =3	Disagree =2	Strongly disagree =1
--------------------	----------	-------------	----------------------

Nº	Issues about Teachers’ Types of Questions in EFL Classroom	4	3	2	1
1	Teacher’s questions are balanced /mixed of factual and thought questions				
	• Only factual questions				
	• Only thinking questions				
	• Mixed questions				
2	Teachers’ questions can warm up students’ mind before moving to the main lesson				
3	Teacher’s questions allow students to enjoy, think solve problem and argue				
	Issues about Teachers’ Questioning Strategies in EFL of Classroom	4	3	2	1
4	English language teachers offer you sufficient wait time to increase in speculative responses and the average length of student response				
5	You are asked to reply to the question if you are only voluntary to participate to response				
6	Teacher’s questions are clear and well- suited to students need and wants				
7	If teachers’ question is not neat and clear, the teacher modifies to the vague question by:				
	• Using native language				
	• Giving clue				

	• Changing the question				
	• Repeating the question				
	Issues about the Difficulties that Teachers face for Questioning in EFL Classroom	4	3	2	1
8	I am too silent and nervous to ask and answer questions in the classroom				
9	Why teachers do not ask higher level questions in classroom?				
	Teachers' language level				
	Insufficient time to ask questions				
	The influence of text book questions				
	Large class size				
	Insufficient material				

Part Three: Answer the following question as it is required

10. How do you think that questions affect students' language development?

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DEPARTMENT OF ENGLISH

APPENDIX –D-

INTERVIEW QUESTIONS FOR TEACHERS

General information

Dear Teacher:

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential; and will only be used for purpose of this research. This interview session will focus on your view towards English language teachers' questions and questioning strategies. Your cooperation will have a tremendous contribution to the successful completion of this study. Thus, you are kindly requested to provide your genuine responses.

If you do not understand any of the questions, please ask freely or interrupt me during the interview.

**Thank you for your genuine and
constructive response in advance!**

Part One: Personal Information

Name of the school: _____

Teacher's code n^o: _____

Teacher's teaching experience: _____

Grade level teaching: _____

Part Two: Give your opinion to the following questions deeply as it required

1. What do you think about English language teachers' questions and questioning strategies in classroom? Could you explain them, please?
2. Do you think that effective questions and questioning strategies are being practiced by Korem Secondary school English language teachers? If not, please state the reasons?
3. Different language experts believe that questions should be challenging and extended with various answers. What is your opinion towards this idea?
4. What major difficulties/challenges do you face while you asking questions in your teaching English language in classroom? And how do you try to solve these difficulties/problems?
5. What do you think are the effects of questions and questioning strategies in student's performance of language?