

A STUDY ON THE TYPES OF TEACHER QUESTIONS
AND QUESTIONING STRATEGIES: THE CASE OF
TWO PRIVATE SECONDARY SCHOOLS IN ADDIS
ABABA.

A THESIS PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE

IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS
OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)

BY

KIFLE AZEREFEGN

JUNE,2008

A STUDY ON THE TYPES OF TEACHER QUESTIONS
AND QUESTIONING STRATEGIES: THE CASE OF
TWO PRIVATE SECONDARY SCHOOLS IN ADDIS
ABABA

BY

KIFLE AZEREFEGN

A THESIS PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE

IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS
OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)

JUNE, 2008

ADDIS ABABAUNIVERSITY
INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAMME)

A STUDY ON THE TYPES OF TEACHER QUESTIONS
AND QUESTIONING STRATEGIES: THE CASE OF
TWO PRIVATE SECONDARY SCHOOLS IN ADDIS
ABABA

KIFLE AZEREFEGN

JUNE, 2008

ACKNOWLEDGEMENTS

I am very much grateful and indebted to my advisor w/o Elizabeth Ayalew for her unreserved and insightful comments. She sacrificed much of her time reading and commenting on my work. Her priceless and countless suggestions were significant for the whole process of this paper.

I am also extremely indebted to my wife w/o Genet Tedla for her continuous financial and moral support.

I extend my heart felt thanks to my friends who have helped me by providing illuminating suggestion and collecting data related to the study.

I am also indebted to the school of Graduate Studies of Addis Ababa University for covering the expenses incurred on this research work.

Finally, I would like to extend my deepest gratitude to all my families for their encouragement in every aspect. I wish them long life.

List of Tables

page

Table 2.1: Cognitive Taxonomy -----	20
Table 2.2: Affective Taxonomy -----	21
Table 3.1: Observed Teachers and Schools -----	39
Table 4.1: Types of Questions Asked by Teachers -----	42
Table 4.2: Classifications of Questions by levels of orders -----	44
Table 4.3: Frequency of Nomination Strategy Teachers used in Four Classes. ---	45
Table 4.4: Wait – time given to students to Answer questions -----	46
Table 4.5 Distribution of Questions -----	47
Table 4.6: Modification of Questions-----	49
Table 4.7: Teachers’ responses to what extent giving wait time to the students Increases the likelihood of correct answers. -----	50
Table 4.8: Teachers’ responses on what they often do if their students do not understand the questions they asked.-----	51
Table: 4.9: Teachers’ responses on giving opportunity to students to ask question.	52
Table: 4.10: Teachers’ responses on students problems in using English language to ask and answer questions.-----	52
Table:4.11: Students’ responses on obtaining opportunity to ask questions. -----	53
Table :4.12: Students’ responses on the teachers encouragement given to students to answer questions.-----	53
Table: 4.13: Students’ perceived use of English to ask questions in EFL classroom. -----	54
Table:4.14: Students responses on whether they fear to ask questions in English in EF classrooms.-----	55

Abstract

The purpose of this study was to investigate the types of teachers questions and questioning strategies employed in teaching language in EFL classrooms. To this end, for 11th grade English teachers and eighty students at Keranyo Alpha secondary School and Saint Marry Catholic Secondary School were selected to participate in the study, Classroom observation and questionnaire were used as instruments to gather the necessary data. The findings of the study suggest that (77.1%) were knowledge questions and (22.90%) were comprehension questions that required recalling and short answers. Regarding their levels, the former is lower order and the latter is middle order questions. The study also indicates that questioning strategies that are thought to be effective for learning English in the classroom were not effectively used while the lessons were observed. Thus, it is recommended that special attention should be given to the development and implementation of the types of questions and questioning strategies in EFL classrooms.

1. Introduction

1.1 Background of the Problem

English language serves as a medium of instruction both in secondary schools and higher institutions in Ethiopia. To improve academic performances of students and enhance their communication competence, language teaching methods play a significant role in EFL classrooms. One of the devices that teachers employ in teaching language is questioning. Chaudron (1988). It is a technique of teaching that should be given due attention by language teachers.

If we take a look at the practice of the teaching of English in Ethiopian secondary schools today, we may observe multifaceted and deep rooted problems. Studies made by Daniel (2006) on Technical and vocational Training Institutes confirm that students have difficulties using the language and in interacting in the class room. Most scholars agree on the importance of questioning to alleviate some of these problems. Supporting this view, Chaudron (1988: 126) states “Teachers questions constitute a primary means of engaging learners’ attention promoting verbal responses, and evaluating

learners progress". Therefore, one of the measures to be taken for the improvement of teachers questioning skills will be assessing how teachers ask questions in EFL classroom.

The art of questioning and the types of questions teachers ask enable students to connect concepts, make inferences, increase awareness and deepen

their level of knowing and understanding Shuquiang (1987). According to Gall (1970) teachers questions are crucial inputs fostering the intellectual development of the students. Long and Sato (1983) has also stressed on studying the forms and functions of questions posed by ESL teachers.

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

In EFL classroom, teachers talk takes much time (Tsui 1995).As early as 1970, for instance Flanders, studying American classrooms discovered what is now known as the two- thirds rule. This says that two thirds of the classroom time is spent talking and two thirds of this talk is done by the teacher. Delamount(1983) claims also that teachers spend about 50 percent of their teaching time lecturing, questioning, pupils and concentrating on the lesson's 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 interaction between the language

teacher and the students, the teacher must become actively familiar with the whole range of question forms in English Rees (1975).

Asking questions in EFL classrooms is not an easy task. It requires knowledge of the types of questions, strategies and the art of questioning skills (Tollfeson 1997).

Taking this into account, the aim of this paper is to look into how teachers ask questions, their questioning strategies and the types of teachers' questions that are often asked by teachers.

1.2 Statement of the problem

Language learners should learn to talk and be encouraged to make use of the target language. Practicing and applying the language for communication has a considerable importance to the improvement of learning and enhancing learners' communicative competence.

To these end, one of the methods widely used in the classroom is questioning. In countries where the target language has no favorable conditions to be practiced outside the classroom, students exposure to the language in the classroom is very important. Employing different types of questions in language classrooms maximizes the input learners obtain and increases their participation in asking and responding to questions. In line with this, (Tsui 1995:12) states the following:

In situations where the target language is seldom used outside the classroom and the students exposure to the target language is mainly in the class room, the kind of input and interaction that is made available is particularly important.

As is stated above, exposing students to the language in the classroom is useful. It can easily be practiced through the art of thoughtful questioning skills.

Teacher's talk (Tsui1995) and their oral questions play a significant part in facilitating learning the language and in instilling the basic communicative skills into the minds of the learners. Teacher's questions should enable students to produce responses that encourage them to use the target language. In relation to this, Billows (1961:13) states that "A language cannot live for us if it produces no response and has no effect on other people" This indicates that questions in language classes relate student's responses to teachers questioning behavior and serve as an instrument to make meaningful interactions.

There is a local study on this area with special reference to secondary schools It's Zerihun's (1995) recent study that focused on how students answer and teachers ask questions in the classroom. According to him, teachers did most of the talk and this has influence on the students' questions and responses. The other point raised in his study was that teachers were asking the same type of questions repeatedly.

As it has already been noted, the types of teachers' questions and their strategies of questioning need further investigation. There are limited studies on the types of teachers questions and no local research has been conducted on questioning strategies in EFL classes. Therefore, this research is an attempt along these lines and endeavors to find out what types of questions are used and what strategies of questioning are employed in private High schools in Addis Ababa.

1.3. Objectives of the study.

The general objective of my study is to find out the types of teachers questions used in the EFL classrooms and their questioning strategies in language teaching and learning .More specifically, the specific objectives of this study would be able to:

1. Asses the types of questions used by grade 11 English teachers.
2. Investigate the strategies teachers use in EFL classroom.
3. Identify factors that affect teachers' questioning.

1.4. Significance of the Study

It is true that language teaching and learning can be improved if we have a better understanding of the language learner and the technique of asking questions.

The central aim of this study is to investigate the types of questions and questioning strategies in language class room /ESL/. Accordingly, the result of this study is expected to provide the following contributions.

1. The study may give insight to teachers to include varied levels of questioning skills in language teaching.
2. The findings may serve as feed back to experts, editors, syllabus designers and text book writers.
3. The result of the study is expected to indicate what teacher training centers should do to improve the questioning skills of trainee teachers.

Finally this paper is expected to invite other scholars or researchers to conduct an organized and comprehensive research with regard to questioning skills.

1.5 Delimitation of the study

This study concentrates on identifying basically the types of questions most commonly used and questioning strategies employed by teachers of English in the English lessons observed by the researcher from two High schools in Addis Ababa. Namely, Alpha private high school and Saint Mary private high school.

1.6. Limitation of the study

Four teachers were observed for forty minutes each while teaching English in their respective classes. The observed questions and the data obtained from the questionnaire were analyzed. The sampling for this study does not warrant generalization. This is because many teachers are not interested to be observed. The researcher had to create a good rapport with them. As a result , it was

impossible to use the lottery method sampling and hence, only those teachers who were willing to be observed were involved in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section describes importance of questions, types of teacher questions and questioning strategies as a review of literature in relation to the objectives of the study.

2.1 The Meaning of Question – Conceptual Definition

A question maybe either a linguistic expression used to make a request for in formation, or else the request itself made by such an expression. This information is provided with an answer Berlitz (2000). Perrott (1986) states a question as “an uninterrupted query directed toward a single pupil.

Question in general refers to a problem or puzzle which is presented to some one – in this study to the learner – so as to give answers, to tell his /her wishes, and the like. According to Seime,(2002:10) a question in the classroom is “ any statement intended to evoke a verbal response”. Similarly, Kissock and Iyortsuun (1982) define a question as a statement for which a reply is expected. In relation to the above definitions, the Hornby dictionary defines question as follows:

Question is a sentence which by word orders use of interrogative words (who, why etc.) or intonation, requests information, an answer, etc----- it is something about which there is discussion , something which needs to be decided.(Horny by, 1987:687).

According to Brown, (1975), a question is any statement which tests or creates knowledge in the learner. Hyman (1972:216) defines question as “a word that refers to the eliciting of a verbal response and may take any grammatical form – declarative, interrogative or imperative.”

From these definitions, we can generalize that the word question refers to any idea that requires a response from the listener or audience. Above all, in classroom settings, teacher 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 to be learned and directions for what they are to do and how they are to do it.

2.2 Importance of Questions

Questions are vital to acquire knowledge. People usually ask questions to one another to know something about unknown things. 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).

On top of that, questions play great part in communication (Chaudron 1988). Questions and responses are inevitable in exchanging ideas and negotiating meanings. Therefore they 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. In line with this, Richards and Lockharts (1994:185) have stated the following as justifications for the importance questions in teaching.

- *They stimulate and maintain students interest*
- *They encourage students to think and focus on the content of the lesson*
- *They enable teachers to check students understanding*
- *They enable a teacher to elicit particular structures or vocabulary items*
- *They encourage student participation in a lesson*

This implies that in the teaching and learning process questions are the core by which all communication between teacher and pupils takes place. And they are means of developing critical thinking abilities in pupils Kissock and Iyort suun (1982).

Questions, after all are indispensable features of the language. Nevertheless, there are drawbacks in the language classroom in relation to oral work. (Rees 1975:135) states the following .

The main drawback with any kind of oral work in the language classroom ,however, is that the teacher tends to take the lions share of the practice at the learner's expense. There is great satisfaction to be derived from hearing one's own voice resounding through the classroom dumb founding the captive audience.

Thus, 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 :15) suggests "learning is more effective if learners are actively involved in the process" According to Wring (1988:82) " if sensitively handled, questions have substantial motivational values" Stevick (1982:122) 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." 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).

In order to promote effective teaching and learning questions are one of the techniques that are widely used in ESL classrooms. If they are properly handled and employed, they may facilitate interaction and bring about the necessary changes in the students language proficiency. In this regard, English teachers are expected to develop the skills of asking effective questions. (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.

Teachers ask questions in classroom for various reasons. Doff, (1988:22) explains these reasons in the following way:

- ❖ *To check that students understand : When we present new vocabulary or structures, we can check that students have understood by using the new language in a question. When we present a text, we can use questions to check that students have understood it.*
- ❖ *To give students practice: If we want students to use a certain structure, one way to do this is to ask a question that requires a particular answer.*
- ❖ *To find out what students really think or know: we can use questions to encourage students to talk about themselves and their experiences*

Thus, to improve the learning opportunities for the class to motivate students talk more and provide responses, teachers are expected to develop questioning skills and employ different types of questions in EFL Classrooms.

Besides, students should also be encouraged to ask questions and give responses to teacher's questions. If students are given opportunities to talk, teachers would be able to obtain feed back on students problems in understanding some parts of the lesson. Moreover, it might facilitate interaction and production of the target language Perott, (1986).

It is believed that motivating students to communicate with the language entails knowledge of the types of questions on the part of the teacher. The teacher has to be well aware of the types of questions and the purposes of questioning. Despite the fact that teachers have a major role in classroom questioning students also need to practice the ways of forming different questions.

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 Iyort suun 1982:15) states:

Teachers should not believe that it is only their right to

ask question during a lesson pupils have a right to ask questions, and sufficient time should be allowed for them to initiate questions in the classroom. By allowing pupils time, and giving them teachers are directly developing the skills of teachers inquiry and critical thinking.

Allowing students to ask questions, can motivate, initiate and engage them in various language activities to discover answers to teachers questions and find out solutions to problems posed by their teachers and class mates. Thus, it is indispensable for language teachers to acquire techniques of questioning which encourage students to reply. Above all, teachers question should not test knowledge but stimulate students to improve practical language use John MC Nair, (1974). According to (Davies 1988 :162), “ Good instruction is more matter of drawing out than of putting in” This implies that learners have a lot to contribute to their own learning.

Generally, the foregoing discussion confirms that questions when used effectively have a prevalent importance in that they stimulate students to compare, conclude infer, predict apply relate, design ,generalize, propose, solve problems, and the like. What is more, questions provide “ ladder up which the pupil climbs towards fuller and deeper understanding” (Farrant,1980:168). In addition, promotion of involvement enhancement of learning motivation of learners, promotion of student – centered learning and the like are also considered as the uses of questions Gall, (1984) .

2.3 Purposes of Questioning

Various methods of teaching help teachers to teach effectively and promote the teaching learning process. In addition, students can acquire knowledge easily if language teachers employ the methods when every necessary.

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 of questions Van Lire (1988). Describing questions in terms of purpose rather than grammatical form or length is still the most fruitful (Hyman1970). Therefore, the purposes of questioning rely on the nature of the subject, the strategies used, context teaching testing etc.

A number of writers have views on questioning in the classroom. Questioning is of interest to researchers and practitioners because of its wide spread use as a contemporary teaching technique (Gall, 1984). For example , Amdeselassie (1999:97) suggests the following .

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.

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

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

In order to carry out each purpose, questions must be set with goal of instruction clearly in mind, and presented in a way that has greatest effect (Kissock and Iyortsuun ,1982). In connection to this Stevic (1982) recommends that teachers' questions can vary as much as in their purpose as in their form. Similarly, Kyricous (1977), suggests that the purposes of questions can vary depending on why teachers ask questions in the class.

2.4 Guidelines for Classroom Questioning.

A good question plays 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. It helps to differentiate aims of the lesson and what is to be done or procedures to be used in presenting questions. Perrott (1986:90) indicates that one of the common problems in questioning sequences is a lack of emphasis on higher order questions. This may be due to failure in planning a strategy 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 (2002:28) illustrates that “with out 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”. Hence, if teachers are to teach logically, they must be knowledgeable in the process of framing questions so that they can guide the students’ thought process. 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 questing requires to think quickly and easily while facing a class to shift and change as thought progresses to phrase in clear and unambiguous terms. Thus, teachers form questions clearly and carefully for vague questions can be responded to in many ways, and their ambiguous nature confuses students. Although the complete definition of a good question depends on context, certain guide lines can be applied. Eggen (2006:381), indicated that good questions are clear, purposeful, brief, natural and adapted to the level of the class, sequenced and thought provoking. On top of this, suggestions have been given by Kisko and Iyortsuun (1982:106) that could help language teachers when making plans. These are:

1. *Offer variety in lesson activities. Any activity that is used all or a large portion of time, even questioning, becomes unproductive.*
2. *Use significant and worth while topics Even the best questions will have little impact if the topic has no relation ship to lesson objectives or needs and interests of pupils.*
3. *When plans are complete compare the focal or key questions with the*

lesson objectives to determine if:

- a) The questions fit cognitive and affective level of the objectives*
- b) The questions follow a logical sequence that will lead students to demonstrate the abilities desired in the objectives.*

Therefore, teachers should be well aware of the above suggestions while planning questions for EFL/ESL class rooms.

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 (1989:155) and Byrne (1986:48) suggest the following basic points:

- A. It is only one of many ways of giving practice. Here, visual aids enable teachers to elicit responses from the students in what ever form they want.*
- B. Questions must be as realistic as possible. This helps learners to identify the context easily and to give precise and clear responses.*
- C. 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 some times 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 engage students in the lesson help them to give responses and develop language practice in EFL classroom.

Applying some useful techniques of questioning can make the lesson interesting and encourage students to participate in asking and answering questions.

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.

1. Call 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.
2. Introduce some questions by saying, "Before answering think about the question". In this case, the teacher encourages students to be alert and understand the context. They can get enough time to modify and make thoughtful responses. More over, students can easily identify the type of question and the response which should be given.
 3. Ask open – ended not just 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 information
 4. Avoid repeating questions. This will not help to keep the attention of all students. If the teacher has the habit of repeating questions many students don't listen at first as they know their teacher's habit. However, it is some times important to rephrase some questions using simple expressions in order to give explanations in some situations.
 5. Increase wait – time beyond three seconds when asking higher cognitive questions.
 6. Use redirection and probing as part of classroom questioning and keep these focused on salient elements of student's responses.
 7. State questions clearly so the intent of the 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.
 8. Be particularly careful to allow generous amounts of wait- time to student perceived as lower ability.
 9. 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.
 10. Encourage students to comment on other students responses. This can help students to develop critical thinking abilities in the students.

11. 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.
12. In settings where higher cognitive questions are appropriate, teach students strategies for drawing inferences.

The foregoing points may help teachers to improve classroom questioning and answering. Employing these useful skills in the setting of questioning may result in developing learners language ability and creating favorable conditions to learning and teaching. Thus , it is important for the teacher to be conscious of the purposes of his /her questions. Questions with out purposes have no avail to language learning.

2.5. Types and classification of Questions

Teachers in EFL classroom, employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. As it has been explained by Richards and Lockharts, (1994) there are three types of questions. They are procedural convergent and divergent questions.

Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. For example. Richards and Locharts (1994:186), 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 students were ready for a new task.

*Did everyone bring their homework?
Do you all understand what I want to do ?
How much more time do you need?
Can you all read what I have written on the blackboard?
Did anyone bring a dictionary to class?
Why aren't you doing the assignment?*

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

Convergent questions:- Convergent questions encourage similar student responses or responses which focus on a central theme. These responses are often short answers, such

as “yes” or “no” or short statements. 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 Ibid (1994). In general convergent questions may expect the student to repeat some conventional wisdom. Richards and Lockharts (1994:186) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers.

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

Do you use it every day ?

What do you mainly use it for?

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

What are the names of some computer companies?

What is the difference between software and hard ware?

Divergent questions :- Divergent questions encourage student responses which are not short answers and which require students to engage in higher level thinking . They encourage students to provide their own information rather than to recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes (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 many computers had an economic impact on society ?

How would business today function with out 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, these 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 can not be answered with easy answers. They are questions can be used to motivate and frame content or are essential questions.

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

A number of writers such as Perott (1986), Farrant (1980), Kissock and Iyortsuun (1982), Cooper (1986) Burton (1962) etc. 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 (1982:9), 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). (Cooper1986:143) 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” 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).

2.5.1 Knowledge Questions

Knowledge questions require students to define recall, recognize, and repeat something already learned certain specific facts information, procedures, or idea (Ibid). During this time, students are not asked to manipulate in formation but merely to remember it just as it was learned.

Though knowledge question, according to (Cooper 1986:144) uses to promote classroom participation and high success experience for students and is critical to all other levels of thinking and reasoning for the fact that students can not be asked to think at higher levels if they lack fundamental information it has its own drawback (kissock and Iyortsuun 1982:25). 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, tell etc.

2.5.2 Comprehension Questions

Comprehension questions require learners to select those facts that are pertinent to answer the question by describing, comparing or contrasting that is, to answer comprehension questions, students should go beyond the memorization or recalling of specific in formation, facts, ideas or procedures. (Perrott. 1986 Cooper 1986). In the words of Cooper 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.” (1986:146),

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). Questions such as “what is the main idea that this graph presents?” “Describe the kinds of problems encountered by immigrants?” are some of the examples that are employed in asking comprehension questions. There are also key words commonly found in comprehension questions. Some of them are : compare, contrast, explain, relate, translate, rephrase, etc.

2.5.3 Application Questions

Students learning can be enhanced not only by requiring them to memorize ideas, or procedures and asking them to rephrase and relate what they have memorized, but also by

helping them 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. These are: apply, classify, use, give an example, solve, design, demonstrate etc (Cooper 1986, Perrott 1986).

2.5.4 Analysis questions

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

2.5.5 Synthesis Question

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

2.5.6 Evaluation questions

Evaluation level 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). To

mention some of the examples of evaluation questions. Which approach offers the best method for attaching this problem? Which picture do you like most?

There are also key words which indicate evaluation questions. These are: judge, argue, decide, evaluate, assess, etc.

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

In Classifying questions, some writers employ some other ways. For example, (kissock and Iyertsuu 1982:11) classify questions in the following way:

Table 1
Cognitive Taxonomy

Taxonomy level	Sample Questions	Key word	Ability demonstrated	Type of thinking
Evaluation	Using the criteria that at least half of all question in a class session should be asked by students how effective was your lesson	Judge	Forming Judgments	Evaluation judgment

Synthesis	What can we do to encourage pupils to ask more questions in class?	Create	Using	Divergent
Analysis	Why don't students ask more questions in the classroom?	Why	information	
Application	In your teaching field what one question could you ask that would be discussed by all in the classroom students	How		
Comprehension Interpretation Translation	Which group of students ask more questions in what words can you use to describe your class.	Compare Restate	Understanding	Convergent
Knowledge	How many pupils are in your class?	What	Repeating information	Remembering Recalling

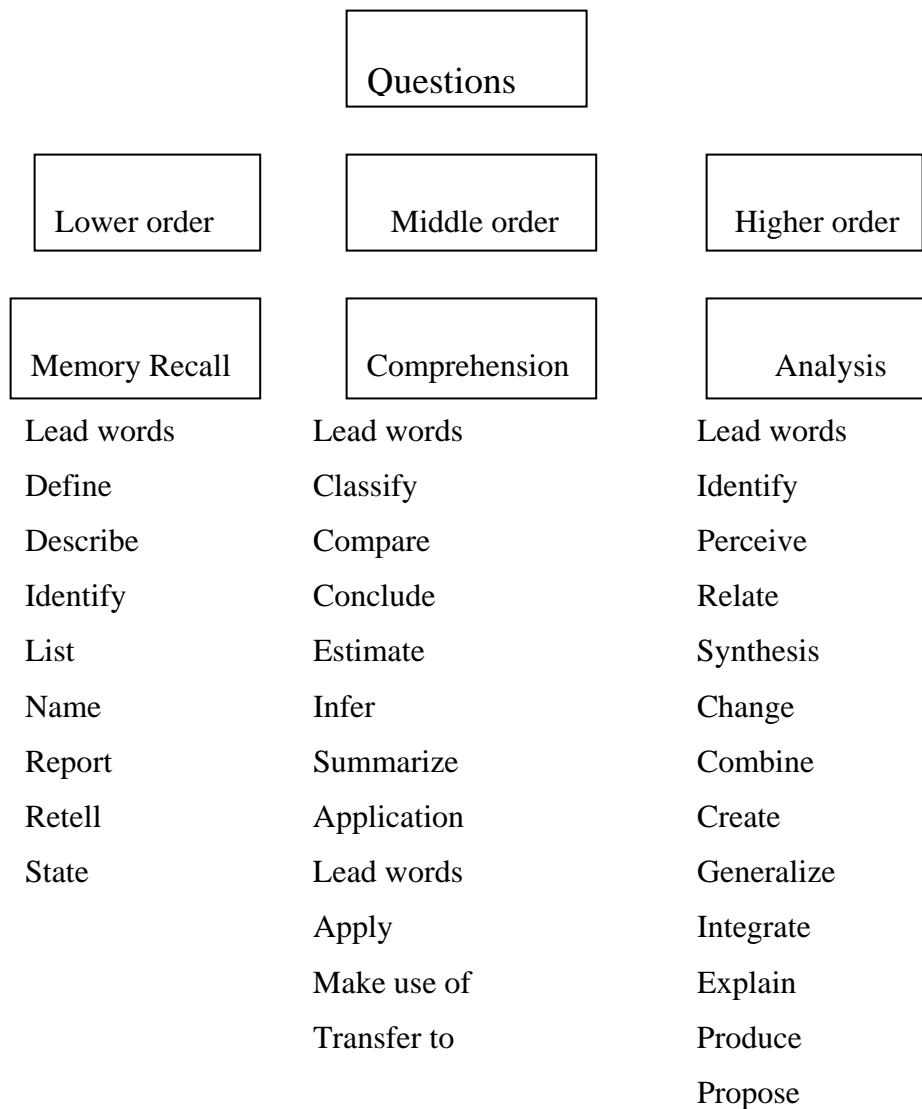
Kissock and Iyort suun (1982:14)

Organizing	The idea is conscious added to values or	How does your belief that students should ask questions fit with the belief that only the teacher should lead direct the class? (It is better to be	Lessons are planned that include higher order questions and allow students the chance
Taxonomy set Level	Value process beliefs already held and made to fit them	Sample questions and response for each level. flexible and just the lesson to student needs and interests.)	Action to ask questions.
Characterizing by value	The value or idea becomes part of made to the idea. the individual's It is seen to have life and is acted on value.	The school administration decides that lecturing is Which teaching strategy should teacher's try to improve first; lecturing questioning or writing lecture total their classes. What would you do? (you examinations? (Questioning) would try to change their mind or even look for a	A natural part of all planning Other teachers are told that and interaction question are questions are important and used to challenge students to allow students the chance to think at higher levels and ask questions. consider their values.
Completing Responding	naturally with out Further being thought information is actively. Sought.	new teaching position). Are you trying to learn more about question in the class room? (yes)	A topic on questioning is rend with out being assigned because the ideas are of interest and seen as being

			helpful.
Receiving	Become aware of an idea and willing to learn about it.	What is the topic presented in this text? (using questions in teaching .)	This text is read and an awareness of the role and effect of questioning in teaching is developing

Affective Taxonomy Table -2

Similarly, Farrant puts the kinds of questions in the form of the following diagram.



Recognize
Speculate
Evaluation
Assess
Defend
Judge

According to Byrne (1986:48) questions are classified in to three. These are: wh-questions; ii) questions formed with an auxiliary verb; iii) tag questions and (V) alternative type questions. He further revealed that Type (i) requires the learners to give some information from the text which is not in the question (in other words, they cannot simply guess the answer) Question types (ii) and (iii) can be answered in a variety of ways.

Research shows that questions can also be classified as ‘open’ and closed questions (kyricou, 1991:37) He explained that open questions can have a number of right answers, where as closed questions will only have one right answer. In clarifying the distinction between higher order and lower – order questions, kyricou (1991), states that higher order questions include, reasoning, analysis and evaluation , where as lower order questions deal with simple recall or comprehension.

To categorize teacher’s questions, it is very important to determine the kind of thinking required on the part of the learners to answer the questions. Lower order questions, for example, require the students to recall information, where as higher- order questions require the pupils to manipulate information for some purpose (Perrot 1982:51). In relation to this, he further states that most of teachers questions call for specific fact answers, or lower cognitive thought. But higher cognitive questions have an important role to enhance students thinking ability beyond recalling facts.

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 (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 (1) remember (2) understand, (3) apply (4) analyze, (5) evaluate or (6) create Anderson (2001).

2.6 Teachers Questioning Strategies

As well as knowing what questions to ask teachers also need to know how to organize question, what strategies to employ, and 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, and so on. 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.

2.6.1 Wait – time It is the length of time the teacher waits after asking the question before calling a student to answer it (Nunan 1991). According to (Seime 2002 :7), 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’ Regarding the application of wait – time, Perrot (1986) explained that teachers’ objectives of questioning may hinder to employ wait-time in asking questions.

If the teacher's objective is to sample what the class knows with in a relatively short time and to elicit brief answers, 'rapid –fire questioning' is an appropriate skill.

Wait –time has a positive effect on learner participation in that it provides students sufficient time to think about questions after they have been asked before attempting to answer them. With regard to the importance of wait –time Perrott (1982:57) states the following.

--- if the teacher's objective is to provide an atmosphere more conducive to discussion , in which pupils will have time to organize longer and more thoughtful responses, he must adopt amore appropriate questioning procedure one skill that may be to encourage longer and more thought full 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.

Thus, pausing can serve a two fold function in EFL classroom. Firstly, it provides an atmosphere more conducive to discussion than rapid –fire questioning produces and secondly, the students learn to use the pause to organize a more complete answer.

In line with this, Rowe (1974); 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 Richards and Lock harts (1994:188) view when wait –time is in creased student participation as well as the quality of that participation often increases. They confirm that the basic reason for pausing after asking a question is to give time to think about possible

answers. If a teacher wants his /her students to answer the questions he/she must be careful to cultivate that expectation by waiting after he/she asks a question. Thus if a teacher really wants the students to answer the question, he/she must allow their students to get more time to think.

To provide students a few seconds usually 2-3 seconds to think and give responses to a question is very important. In relation to this idea and extending wait time and its effects, (Nunan 1994:193) illustrates his findings as follows.

1. There was an increase in the average length of student response
2. Unsolicited, but appropriate, student responses increased.

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

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 out put 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 either asking another question, repeating the previous question, or calling on another students.

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 on teachers. Rowe (1972) and Borich (1988) disclose that it increases in flexibility of teacher responses, with teachers listening more and engaging students in more discussions, increases in teacher expectation regarding students usually thought of as slow expands the variety of questions asked by teachers and increases in the number of higher cognitive questions asked by teachers.

The study by Long and Crookes (1986) found out that increased wait – time did not lead to greater mastery of content by ESL pupils though the time scale of the study was not enough. Nunan and Lamb (1996:87) say that “If it had been conducted over a long period of time, a significant result may have been yielded.” So it is believed that sufficient wait –time is particularly important for second language students to think about questions before being required to answer them.

The study by Good and Brophy (2003) claims that there are various reasons why most teachers experience in extending their wait –time. It explained that the pressures on teachers to maintain lesson pacing and student attention, teachers being reluctant to extend wait –times because they fear that they may lose student attention, or control of the class. The study further 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.

2.6.2 Distribution of Questions

Another important questioning strategy is distribution of questions. Distributing questions among all students rather than restricting them to selected few is generally considered desirable. In line with this Good and Brophy (1987:145) explain

Students will learn more if they are actively engaged in discussion than if they sit passively day after day with out 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.

Most of the time teachers questions have been directed to high achieving or to the more able students (Richaids and Lockarts 1994) . In doing this, teachers some times 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 Rechards 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 student who are nominal to take an active part in the lesson. These students are located with in 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: 75) puts it “ most teachers tend to allocate more turns to students who are active in class and always ready to volunteered answers.” In supporting this idea (Nunan 1991:7) comments that distributing questions among all students is very essential to language learning.

In addition to this, Good and Brophy (1987), explain that “Teachers who restrict their questions primarily to a small group of active (and usually high achieving) students are likely to communicate undesirable expectations and generally to be less aware and less effective.”

2.6.3 The Role of Question Type Teachers Use

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,:187) explain, language teachers tend to ask more convergent questions than divergent questions . They further argue that “since convergent questions require short answers, they may like wise provide limited opportunities for students to produce and practice the target language”. This implies that this type of questions has effect on language learning.

Borg (1970), as cited in Nunan and Lamb (1996), found that teachers use factual closed questions that ask basic information students know or not very frequently than higher order questions that encourage students to express their ideas , attitudes and beliefs. In addition, Tsui, (1995) stated that teachers who often ask closed questions are likely to restrict students language out put.

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 out put.

In line with this Tsui (1995: 30) 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.

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 Lamb1996:92) 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.

On the other hand, Barnes (1969) study 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.

Therefore, it is confirmed that teachers ask a limited range of questions and these questions since they have preconceived answers can limit students use of the language.

Language teachers frequently ask questions. A number of studies have been conducted to determine the frequency of questioning per school day or per lesson or per minute, For instance, Cooper (1986:142) shows that primary school teachers ask 3 to 6 questions per

minute; Duell, et al, (1992:483) explain that research conducted on 76 professors about questioning indicates that they ask on the average about 25 questions per class hour, and Dunkin and Biddle (1974) as cited in Dunkins (1988:40), elementary and secondary classrooms, one – tenth to one – six of the classroom interaction time was occupied by teacher questions.

According to Cooper (1986) the questions that were posed range from simple recall to higher level of thought. Moreover he recommends that higher order questions, which require thought rather than memory, increase student achievement.

2.6.4 Modification of Questions

In EFL classrooms, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teacher’s questions are ambiguous to students to comprehend the question. In line with this, Mackey,

(1965:369) asks the following questions so as to evaluate the clarity of teacher’s questions.

How efficient is questioning?

Are the questions clear and to the point?

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

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

Modified and effectively rephrased questions may avoid ambiguity and encourage students to participate in the classroom discussion. Moreover, it enhances language learning and increases student’s productive skills. According to Chaudron, (1988:128) ‘Teachers should modify a question by rephrasing it with alternative or, or-choice questions, like ‘what coffee, tea, beer’ In support of this idea, Tsui, (1995) suggests that it is fairly common among teachers to simply repeat a question when they fail to get a response from students.

Modifying questions can help students provide answer to question without taking more wait time. In addition to this, students with low proficiency can be helped more to

improve their abilities in the language. Regarding the importance of modification, (Tsui, 1995;56) explain;

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

It is believed that two-thirds of the time teachers and pupils spend in the classroom some one is talking. Two – thirds of that talking is done by the teacher Delamont (1983). Teacher's talk consists of questioning. Teacher's questioning should be phrased in clear and unambiguous terms to lead the learner to develop values, abilities to analyze and discriminate.

As Chaudron (1988) points out, providing the right sort of modification of questions at the beginning or in the subsequent, rephrasing is essential to make it appropriately comprehensible and answerable within the student's subject matter and L2 comprehension.

The repetitive nature of the teacher's requests and instructions in questioning is characteristic of what happens in teaching. Repetition is one of many strategies teachers use to make their directions and instructions understandable to the learners Richards & Lockhart (1994).

Chaudron (1988) strengthens the above strategies of modifying teacher's language by adding the following salient points.

Speaking more slowly. When teachers speak to language learners in the classroom, they often use a slower rate of speech than they would use in other situations.

Using pause. Teachers tend to pause more and to use longer pauses when teaching language learners, particularly lower – level students. These pauses give learners more time to process what he has said and hence facilitate their comprehension.

Changing pronunciation Teachers may sometime use a clearer articulation or a more standard style of speech one which contains fewer reductions and contractions than they would use out side of a teaching situation. For example, instead of saying ‘could ja read that line,Juan?’ the teacher might more carefully enunciate “could you.....?”

Modifying vocabulary. 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.

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

Modifying discourse. Teachers may repeat themselves or answer their own question’s in order to make themselves 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. (Krashen1985:4) argues that this is how teachers provide learners with “comprehensible in put” (in put which is finely tuned to the learner’s level of comprehension), which he sees as “the essential ingredient for second language acquisition”.

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 students understanding of his or her question. When they have not completely understood, often the student will rephrase or elaborate upon the question. In doing so the student is often “thinking out loud “ and may come to his or her own conclusions without further help. This process also gives the other students time to think above the question and possible answers to it (Hyman 1979).

2.6.5 Reaction to student Responses

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 (1999:8) 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.

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

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

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

Some times 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 other wise ridicules is making an effort to prevent the very thing he is there to encourage – learning activity.

In language class rooms, answers on a student's spoken language may be a response either to the contents of what a student has produced or to the form of an utterance. In giving answers or reacting to students responses, a teacher employs a variety of strategies. Richards and Lockharts (1994:189) state some techniques as follows:

Acknowledging a correct answer. The teacher acknowledges that a student's answer is correct by saying for example "good," "yes, that is right" or "Fine"

Indicating an incorrect answer. The teacher indicates that a student's answer is incorrect by saying, for example, "NO, that is not quite right," or "Mmm".

Praising. The teacher compliments a student. For answer, for example by saying "yes , an excellent answer".

Expanding or modifying a student's answer The teacher responds to a vague or incomplete answer by providing more information, or rephrasing the answer in the teacher's own words.

Repeating The teacher repeats the students answer.

Criticizing. The teacher criticizes a student for the kind of response provided. For example,

T: hailu, can you point out the topic sentence in this paragraph?

H: The first sentence.

T: How can it be the first sentence? Remember, I said the first is not always the topic sentence in every paragraph.

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). Therefore, teachers should develop a broad repertoire of questioning strategies. On the other hand, it should be pointed that employing these questioning strategies in the classroom with out taking into consideration other factors will not by any means guarantee that interaction will be stimulated. Ur(2002) mentions factors such as clarity, learning value, and interest. Brown, (2001) enumerates variables, namely rate of delivery, stress, rhythm, and intonation, interaction, and colloquial language, among others.

Thus, 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 .

Studies done in Ethiopia, albeit, limited at different levels also show that questions are essential to language teaching and learning. Seime (2002) and Zerihun (1995) ointed out that varied types of questions have to be used by teachers in order to promote teaching and learning.

Even though these studies have contributed to questioning, no research is done with the intention of bringing to light some of the fundamental questioning strategies and their pedagogical implications to language learning in EFL classes. Therefore this study is an attempt along this line and endeavors to find out the most commonly used types of questions and what questioning strategies English teachers employee in teaching and how this strategies are manipulated in the sample private high schools in Addis Ababa.

CHAPTER THREE

Methodology of the study

This section describes the method used regarding the types of teachers questions and questioning strategies in EFL classrooms to carryout the study. It also provides a brief description of the sample, the procedures used to collect data through classroom observations and questionnaires. Hence, the exploratory approach of data collection was used.

3.1 The Method Employed.

In order to fulfill the objectives of the study which is to assess the types of teachers' questions and questioning strategies they employ while teaching, data from the observed lessons and the questionnaires distributed to teachers and students were analyzed.

In general, to analyze and interpret the nature and types of classroom questions, different ways of classifying questions can be used. Bloom's Taxonomy of Education objectives (1956) is considered to be the best classification in order to identify those questions concerned with factual, recall etc. In addition, Farrant's levels of questions were used to classify the types of teachers' questions as lower, middle and higher order. Other scholars such as Burton (1962), Brown (1975), Farrant (1980) and Perrott (1986) have accepted Bloom's classification as an important way of classifying questions. As it is described in chapter two, there are six levels of questions: Knowledge, comprehension, application, analysis, synthesis and evaluation. For classroom research, this classification is very important and simple to handle.

Moreover, a stop watch was used in order to estimate pausing time after each question asked by the teachers.

3.2 Research Instrument

To achieve the objective of this study, the necessary data had to be collected. To this end, two data gathering instruments were used: these are observation and questionnaires.

3.2.1. Observation

The purpose of classroom observation was to see teachers' questioning strategies and the types of question they employ while asking questions on the lessons taught in the EFL classrooms. It was believed the observation would help to obtain relevant information to the objectives of the study.

3.2.2 Questionnaire

To supplement and triangulate the data obtained from observation, questionnaires were employed. Two sets of questionnaires one set for the students and the other for teachers consists of open ended and close ended were prepared and administered. It was designed to investigate students and teachers perception so as to get ample information.

3.3 Population and sampling procedures.

The population of this study is secondary English language teachers and students there are 28 private secondary schools in Addis Ababa. To make the study manageable, two were selected by lottery method. The schools selected are Keranyo Alpa Secondary School and Saint Mary Catholic Secondary School.

First, it was essential to get permission from the school administrator to conduct classroom research. Then, the researcher had to contact the unit leaders and department heads to ask for volunteer teachers to be observed in their respective classrooms.

In the selected schools, there are eight teachers assigned to teach English. Four teachers were observed, two from each school while teaching English in the classroom. All of them were graduates from different universities and colleges. They have more than eight years of teaching experience at different secondary schools. The observation was carried out only for forty minutes for each teacher as well as his students in the classroom.

There are 170 students in the observed classrooms out of which 125 are females and 45 are males. Among these students 20 students from each class were selected by lottery method to fill the questionnaire set for them.

To establish rapport with teachers, the researcher had to contact and explain the methods and ways of collecting data in the classroom. More over, the researcher had to expound the purpose of the study to the administrators.

The students were also informed by their teachers about the research and advised to act and follow their lessons in the usual manner.

Table 3.1 – Observed Teachers and Schools.

No	No of Teachers	Name of Schools	Grade	No of students	
				Male	Female

1	2	Keranyo Alpha private Secondary School	11	45	35
2	2	Saint Mary Catholic Secondary School	11	-	90
Total	4	2		45	125

3.4 Procedures of Data Collection

As it has been indicated, the data for this study were collected through observation and questionnaires.

To carry out classroom observations checklists were prepared by the researcher. In addition, Blooms (1956), classification was employed in order to obtain the types of questions teachers ask in EFL classrooms.

Data from observation were to identify the type of questions and questioning strategies. To this end, co- observer was involved in the process of classroom observations. Regarding the co-observer, he was oriented in how to use the observation check list and tally in accordance with the given details in the checklist. He has a BA degree in English.

The questionnaire was administered to four teachers and eighty students selected by lottery system from the four sections twenty students from each class. The questionnaire to the students was translated into Amharic to avoid misunderstanding, but the teacher's questionnaire was written in English. In both cases the language is simple .Care has been given in designing the questionnaire to meet the objectives of the investigation and obtain ample information.

3.5 Method of Analysis

The preliminary procedure followed in the data analysis was to computing frequencies and percentages to describe the overall characteristics of the data. Following this, data collected through classroom observation were coded and changed to percentage. Like wise, data procured from the questionnaires were counted and computed in percentage. The data obtained from both instruments were analyzed and discussed. In this study, the data from direct observation of

classroom teaching formed the major part of the analysis. As it has been stated, teachers questions are classified using Bloom's Taxonomy.

Chapter Four

Presentation and Analysis of the Data.

In the observed classrooms, questions were asked by the teachers. The questions are summarized, and presented in tables below. Each teacher was observed only for one period i.e forty minutes only.

The questions asked by teachers are expressed in terms of percentage distribution. Interpreting questions into percentage could help to compare questions which are repeatedly asked in the classroom.

4.1 Types of Questions Asked by Teachers.

The collected data indicates that from the total (83) questions asked by four teachers, 64 or 77.10 percent of questions were knowledge questions and 19 or 26.90 percent were comprehension questions. Both question types require recall facts and previously given ideas. Table 4.1 shows the types of question and the percentage distribution.

4.1 Types of Questions asked by teachers

4.1.1 Blooms (1956) Classification

Table 4.1 :Types of Questions Asked by Teachers

	T1		T2		T3		T4		Total	
Questions	No of Questions	%	No of Questions	%	No of Questions	%			No of Questions	%

Knowledge	16	25	10	15.63	18	28.12	20	31.25	64	77.10
Comprehension	2	10.52	4	21.05	10	52.63	3	15.80	19	22.90
Application										
Analysis	-	-	-	-	-	-	-	-	-	-
Synthesis	-	-	-	-	-	-	-	-	-	-
Evaluation	-	-	-	-	-	-	-	-	-	-
Unclassified	-	-	-	-	-	-	-	-	-	-

4.1.1.1 Knowledge Questions

Knowledge questions require only remembering and providing information or ideas which have been presented in previous lessons. According to this study, 77.10 percent of the total questions are knowledge questions.

It is understandable that knowledge questions are important in some aspect of language learning and teaching. However, they shouldn't be taken as the main goal of language teaching. In order to enhance thinking ability of language learners and increase the output they use in questioning and answering, knowledge questions play a little role in language teaching. In fact, teachers may use these questions to start a classroom discussion and lead the communication or take the discussion in to higher levels of thinking. Therefore, the use of knowledge questions depends on the purpose of classroom questioning.

4.1.1.2. Comprehension Questions.

Comprehension questions require students to restate, differentiate, explain, rephrase etc. ideas or information. If there is a reading passage, students can be asked to compare ideas, outlooks, and to rewrite a certain part of the reading passage in their own words.

In this study the comprehension questions were about 19 that is 22.90 per cent of the total questions asked by the teachers.

4.1.1.3. Application, Analysis, Synthesis and Evaluation Questions.

These four types of questions were not used by the teachers observed in the classroom. There may be reasons for this. The nature of the lessons and the students ability may inhibit teachers to use these types of questions. Moreover, the responses to these questions might call for long expressions and complex sentence, which are difficult for the learners to use in the classroom. Besides, these questions take more time to give responses to questions. On the other hand these questions require planning. The reason why teachers pay scant attention to these questions 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).

4.1.2 Farrant's Classification.

According to Farrant's (1980) classification, questions types are classified in to three. These are lower order, middle order, and higher order.

Table 4.2 : Classification of questions by levels

	Classification			Total
	Lower order	Middle order	Higher order	
No. of Questions	64	19	-	83
%	77.10	22.90	-	100

Regarding the classifications of questions in the light of Farrant’s levels of order of questions, teachers used two of the three classifications. Most of the questions 77.10 percent according to Table 4.2, posed by teachers are lower order type or knowledge questions. The middle order questions are used less frequently by teachers. Questions of higher order were not asked in the observed EFL classes.

As it has been stated, knowledge questions were given more attention than comprehension questions. Thus, question types that required learner’s ability to assess an idea concept, make comparisons, explain, summarize, contrast, and the like (middle – order Questions) were only handful. That is they were 22 .90 percent compared with the total number of questions posed within 4 periods.

4.2. Questioning Strategies

As it has been discussed in chapter two teachers employ questioning strategies while teaching English. To meet the objective of this study, classroom observation was carried out and some of the strategies were identified. Besides, teachers’ ways of nominating students to answers questions were observed. The results of the observation are analyzed and discussed here under.

4.2.1 Nomination Strategy

Teachers in EFL classes make use of various ways of nominating students to answer their questions. The observed English teachers employed some of the nomination strategies in asking questions.

Table 4.3 Frequency of nomination strategy teachers used in four classes.

Strategy	Frequency	%
Teacher names or identifies student and then asks question.	20	24.09
Teacher asks question, then names or identifies student	35	42.17
Teacher asks question, then selects one of the students who offers to answer.	21	25.31
Teacher asks questions then asks for chorus response	7	8.43
Some other strategy is used.	-	-
Total	83	100

As indicated in the table above, out of the total 35 or 42.17 percent of the questions were posed first then the teachers called on students to answer the question. This strategy helps to hold the attention of the whole class and to avoid repeating questions in the classroom. On the other hand, nominating a student with out knowing the students ability and the difficulty of questions may frustrate the student to continue his/her to participate in EFL classes.

As it is shown in the Table, 20 or 24.09 percent of the total nomination, the teachers identify students and asked their questions. This strategy may encourage other students to be inattentive in the class and they may not be alert to listen to the answers. They may also attempt to do other activities not related to the lesson. Regarding chorus responses, the teachers observed asked questions first and chorus response followed. Despite the fact that chorus response facilitate teachers to check whether their students have understood the lesson or not, it cannot be taken as testifying device of their lessons.

4.2.2 Wait – time

As literature proves, wait time enables pupils to think and participate in EFL classrooms. According to this study, students were not given more seconds to think and answer the question of their teachers. The following table shows how much second was given to answer most of the questions.

Table 4.4. wait time given to students to answer questions

Seconds	No of Questions	%
1. Seconds	35	63.6
2. Seconds	20	36.4
3. Seconds	-	-
Total	55	100

Table 4.4 suggests that 35 or 63.6% percent of the questions were given one second to be answered by the students. More over, 20 or 36.4 percent of the observed questions were given two seconds.

It is believed that one can learn more from having more seconds to respond to higher order questions than lower order ones. As it has been indicated in Table 4.4 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.

4.2.3 The Distribution of Questions

Table 4.5: Distribution of Questions

	T1		T2		T3		T4		Total	
--	----	--	----	--	----	--	----	--	-------	--

Questions Answered by	No of Questions	%	No. of Questions	%	No of Question	%	No Questions	%	No of Questions	%
Randomly asked students	6	27.27	4	18.18	7	31.81	5	22.73	22	26.50
Volunteers	9	20	7	15.55	16	35.55	13	28.9	45	54.21
The class as whole	1	14.28	3	42.85	1	14.28	2	28.57	7	8.43
The teachers themselves	2	22.22	-	-	4	44.44	3	33.33	9	10.90
Un answered questions	-	-	-	-	-	-	-	-	-	-
Total	18		14		28		23		83	100

4.2.3.1 Questions Answered by Randomly asked students

As it is indicated in Table 4.5, 22 or 26.5 percent of the total questions were answered by randomly asked students. This method of distributing questions in the classroom is proper because it helps to hold the attention of all the learners in English classroom. If teachers

use random way of posing questions, it is true that students will be alert and persuer of the teachers lesson.

4.2.3.2 Questions Answered by volunteering students

In this study, it was found that 45 or 54.21 percent of the total questions were answered by volunteers. Since language learning requires practice, teachers are required to prepare their questions in such a way that they involve all learners to provide responses. It is advisable to give volunteers chances to answer teacher's questions but providing more chances than non- volunteers may not encourage the whole students to participate in the language teaching and learning process. This can affect language learning in that some students may pay no attention to what is being done in the classroom and will have slim chance to improve the target language.

4.2.3.3 Questions Answered by the class as a whole.

Teachers can allow the whole class to provide responses or chorus answer for different purposes. One of the salient purposes is to practice anew language. The other is to check students understanding. Nevertheless, this technique may help teachers to fulfill the former but not the latter. As the Table suggests, 7 or 8.43 percent of the total questions were answered by the whole class.

4.2.3.4 Questions Answered by the Teachers Themselves

According to the data obtained from the observation, 9 or 10.9 percent of the total questions were answered by the teachers themselves. Teachers answered their questions because they did not want to give more time to their students to think and answer.

4.2.4. The Role of Questions types Teachers use

As it is indicated in chapter Two, this strategy is one of the important questioning strategies teachers should implement in language learning and teaching. Moreover, it is indicated on Table 4 that teachers asked knowledge and comprehension questions. (see Table 4). Since these types of questions provide limited opportunities for students to produce and practice the target language they are likely to encourage students to say facts

or pre-formulated language items and discourage students from trying to communicate their own ideas in the target language.

This implies that these types of questions have effect on language learning. Since they have a limited role, they restrict student’s language out put. As it is observed in the four EFL classes, questions asked by the four teachers called for short answers. Even the display or convergent or knowledge or comprehension questions that were asked in the observed classrooms, can be used to get response from students whether they have understood the lesson or not and to evaluate how the facts or information has been grasped. However, higher order questions may help students their thinking and reasoning abilities.

4.2.5. Modification of Questions

As a questioning strategy, modification of questions play a great role to help students understand teachers’ questions and answer them. But in the observed classes, teachers made no attempt to modify or use simple words that can convey the idea to students clearly except repeating the questions.

Table 4.6 : Modification of Questions.

Item	No of Respondent	Percentage
Repeat the question	3	75
Give clues	-	-
Rephrase the question	-	-
Rephrase with alternatives	-	-
Use native language	1	25
Total	4	100

As table 4.6 reveal, 3 or 75 percent of the observed teachers used to repeat questions when students did not understand their questions. 1or 25 percent was observed while using Amharic to make the question clear. Other options stated in the table were not used by the observed teachers in the process of modifying their questions except repeating and using the native language.

4.2.6. Teachers’ Reaction to Students Responses

During question and answer session's students sometimes give wrong or silly answers. Teachers do not deal with this in an abrupt or punitive manner. Rather they gently point out the error or guide the student to see how he or she was wrong and some times they ignore wrong answers.

According to this study, students gave responses using words, phrases and simple sentences. Most of the responses were given correctly. The teachers used non- verbal gestures to show their concord to students' answers by nodding their heads. Above all, teachers were observed rewarding responses using simple expressions that depicted confirmation. Generally, the teachers treated students' responses appropriately. Its implication is that teachers are well aware of students' feelings.

As questioning is one of the methods of language teaching and learning, teachers are expected to ask more questions and encourage students to use the language in asking and answering questions.

4.4 Analysis of Teacher's Questionnaire

**Table 4.7: Teachers' responses to the extent giving wait time to the students
In creases the likelihood of correct answers.**

Item	No of Respondents	%
To a very great extent	-	-
To a great extent	-	-
To some extent	1	25
To a limited extent	3	75
Total	4	100

As shown in the above table 1or 25 percent of the respondents said to some extent and 3 or 75 percent answered to a limited extent. This shows that teachers may provide scant attention to giving more time to their students to answer questions that require time and thinking. Wait time as questioning strategy may be given emphasis in order to develop students to think and attempt to participate in answering questions.

Table 4.8- Teachers Responses on what they often do if their Students do not understand the Questions asked.

Item	No of Respondents	Percentage
------	-------------------	------------

Repeat the question	-	-
Give clues	-	-
Rephrase the question	2	50
Rephrase with alternatives	-	-
Use native language	1	25
All can be used	1	25
total	4	100

As it can be observed from the Table, 2 or 50 percent of the observed teachers answered rephrase the question. 1 or 25 percent responded to use native language and 1 or 25 percent answered to use all the given options to make students understand the questions.

It is appropriate to rephrase a question if a student does not understand it. But the response given in the questionnaire and the observed behavior show discrepancy. That is teachers were observed while repeating their questions in the classroom. This implies that modifying questions using various methods as stated in Chapter Two is not given attention to help students. As the table shows one respondent answered to using native language was a mechanism teachers use when students do not answer questions. Using other language such as Amharic when students do not understand questions, may be necessary in rare cases. But if it is used when ever a student does not understand the teacher's questions, it may encourage students to expect Amharic version of the question asked. This may affect language learning and the desired behavior can not be achieved. 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 don't listen at first as they know their teacher's habit.

In language classrooms, students must 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 – 4.9 Teachers Responses to giving opportunity to students to ask questions.

Item	No. of Respondents	Percent
Yes	3	75

No	1	25
Total	4	100

As indicated on the table, 3 or 75 percent of the respondents answered ‘yes’ and 1 or 25 percent said ‘no’. The respondents who answered ‘no’ gave reasons that the number of students in EFL classrooms is more than forty so that it is impossible to provide students with enough opportunity to ask questions. Nevertheless, the number of students in the observed class rooms can not be taken as a large class since there are 42 students in each class on the average.

Table – 4.10: Teacher’s Responses to Students problems in using English language to ask and answer questions.

Item	No of Respondents	Percent
Yes	4	100
No	-	-
Total	4	100

According to Table 4.10, teacher’s responses confirm that students have problems in using English to ask and answer questions. As they stated the reasons, fear of making mistakes and inadequate knowledge of English that measures up the level are among others.

4.5 Analysis of students’ Responses

Table 4.11: Students response to obtaining opportunity to ask questions.

Item	No of Respondents	Percent
Yes	39	48.75
No	41	51.25
Total	80	

According to the Table indicated above, 41 students or 51.25 percent responded ‘no’ to the question asked if students got opportunity to respond to questions. It means that students do not get opportunity to ask questions. If opportunity to ask is not given to students, this may have a negative impact on language learning. Therefore, teachers may provide turns to learners to ask questions. Sometimes, students do not like to ask questions even if the idea is not clear. So teachers may always encourage their students to ask questions and motivate other students answer students questions in order to make teaching interesting and participatory.

Regarding the participation of pupils in the classroom, it has been observed that it was limited only to giving responses to the teacher’s questions. The majority of pupil talk was teacher directed response.

Table –4.12 : Students Responses to the Teachers Encouragement Given to Students to Answer Questions.

Item	No. of Respondents	Percent
Yes	35	43.75
No	45	56.25
Total	80	100

As could be observed from Table, 35 or 43 .75 percent responded ‘yes.’ 45 or 56.25 percent of the respondents said ‘no’ This indicates that teachers’ do not give attention to encourage students to answer questions. However, the observed teachers were trying to encourage students to answer questions. This may emanate from change of behavior when observation was being carried out.

Table 4.13 Students perceived use of English to ask questions in EFL classrooms.

	Item					Total
	Always	Often	Sometimes	Rarely	Never	
No. of Respondents	20	2	32	20	6	80
Percent	25	2.5	40	25	7.5	100

As the table indicates, 20 students or 25 percent of the total students reported that they asked questions always. These students can show progress and develop their language ability because interacting with their teachers and class mates through questioning by using English language in developing language proficiency.

On the other hand, 32 or 40 percent of the total students felt that they use English language sometimes to ask questions in EFL classrooms. This indicates that the respondents do not use the language often to ask questions. These students should be motivated to ask more questions in English in the class since it is the only condition that provides learners wide opportunity.

According to the Table above, 20 or 25 percent of the respondents ask questions using English rarely. This implies that the respondents either use other language to ask questions or they do not ask questions. Thus, students who use English rarely may be motivated to use it and ask questions.

As questioning is one of the methods of language teaching and learning, teachers are expected to ask more questions and encourage students to use the language in asking and answering questions.

Besides encouraging students to use the language for asking questions, it is appropriate to identify factors that inhibit students from asking and answering questions i.e questioning.

Table 4.14 : Students Responses whether their fear to ask questions in English in EFL Classrooms.

Item	No. of Respondents	Percent
Yes	55	68.75
No	25	31.25

Table 4.14: shows that 55 or 68.75 percent of the total respondents responded in the affirmative. This means most of the students did not use English language to ask questions due to some reasons. According to respondents, fear of making mistakes and lack of adequate vocabularies are impediments to formulate questions. Thus, it may be appropriate to avoid this inhibiting factor from students by using various activities that could help students speak and risk – taking.

It is understandable that students may have other problems in using English language to ask and answer questions. Teachers of the observed EFL classes stated that in addition to fear of using English, students were not well acquainted with the language structures and patterns while they were learning in the previous classes.

Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary

This section describes the summary of the research discussed in detail earlier in relation to the objectives of the study. It also indicates the findings drawn from the summary of the research. Moreover, based on the findings, it suggests recommendations that could help improve language teaching and learning in EFL classrooms.

The purpose of this research was to identify the types of questions teachers most commonly use and questioning strategies used in EFL classroom. There fore, the research project endeavored to identify:

- the types of questions teachers asked
- questioning strategies teachers employ in questioning and
- factors that affect questioning

For the attainment of the research requirements, the following procedures were carried out :

- Two private secondary schools were selected by lottery method out of 28 private schools.
- An observation checklist was developed and questionnaire for students and teachers were prepared. Four teachers were taken as sources of information.
- Co – observer was trained in how to use the checklist and recording findings.
- The researcher and co- observer tallied and recorded the observed data regarding teachers questions, questioning strategies and other related information passed during the teaching – learning process.
- Finally, results were presented and interpreted using percentage methods and discussions were carried out vis-avis relevant literature. Then, the following findings are attained.

Regarding nomination strategy, the teachers asked the questions and naming students followed. Out of 83 questions 35 questions were posed before naming students to answer them. 20 questions were presented after naming students to answer the questions. This method of nomination a student may not be helpful, since it encourages others to pay less attention to the questions asked. Concerning wait time teachers provide not more than two seconds to students to answer their questions. Even after the question is answered adequate time was not given for others to think about the answer given so that they can suggest comments.

5.1.1 Types of Teachers Questions

Walker (1975:16,) and Wringe (1989:86) Corroborate that intensive communication takes place by asking and answering questions. In questioning and answering exchange, variety of questions is very important. However, this

study indicates that the teachers use only knowledge and comprehension level questions. The questions may have their own contributions in teaching and learning English. But they concentrate on factual answers that have a little benefits to develop the creative thinking and creative ability of learners that provide them opportunity to practice the language.

The collected data shows that teachers questions were classified as knowledge and comprehension questions. These questions are called also factual or convergent questions since they require short and per- conceived answers. As to their levels, knowledge questions are lower order and comprehension questions are middle order.

5.1.2 Questioning strategies

Wait – time – the observed teachers tried to ask questions during the teaching learning process. Nevertheless, the time given to think about the teachers question was not more than 1-2 seconds in all cases.

5.1.3 The Distribution of Questions

The result shows that 54.21 percent of the total questions are answered by volunteers and 26.50 percent of the total questions are answered by randomly asked students. Finally, the teachers asked 20.7 questions on an average per class.

5.1.4 The Role of Question Types Teachers use

Among the different types of question teachers asked, knowledge and comprehension questions are frequently used in the observed EFL classrooms these types of questions provide limited opportunity to produce and practice the target language.

5.1.5 Modification of Questions

As it is observed in the classroom and obtained from the data collected, the attempt made by the teachers to modify questions was inadequate Even though rephrasing the question is 50 percent from the data collected, it was not observed during the classroom observation. Repeating questions was observed as modification device to making questions understandable to the students.

5.1.6 Teachers' Reaction to students Responses

Teachers in the observed classrooms treated student's wrong responses in a positive manner. On top of that, teachers praised students who answered correctly.

In questioning and answering, students have problems. For example, fear of making mistakes and inadequate knowledge of English that measure up the level.

Therefore, on the basis of the findings, the following conclusions are made:

5.2. Conclusions

So far the types of questions, questioning strategies and factors affecting questioning have been indicated based on the data that are obtained from the observed lessons and the questionnaires administered to teachers and students. As it has been stated in the analysis, the teachers asked on an average, 20.75 questions per period. It may be possible to say that most of the lesson time is devoted to the giving responses to the teachers' questions.

This study found that teachers asked knowledge and comprehension type of questions. As these types of questions are lower order and middle order questions, they contribute less to language learning.

Regarding the modification of questions teachers used repeating and rephrasing as modifying devices when students were not able to understand their questions.

Concerning teachers' reaction to students responses, the finding confirms that teachers treated students responses positively. In addition, they praised those students who answered correctly. Some times the teachers used their head nodding as a sign of agreement to a given answer from the students.

Wait time is one of the strategies that should be given attention in asking and answering sessions. However, in the classes observed, most of the questions were given 1-2 seconds wait time.

Regarding the role of question types teachers use, knowledge question took the highest percent in the analysis. Knowledge or display or convergent questions provide limited opportunity to students to practice the language. Moreover, the number of comprehension questions asked was less than knowledge questions. Both types of questions require

recall, short answers and encourage rote learning. In general, knowledge questions are lower order and comprehension questions are middle order: No higher order question was asked in the four observed classrooms.

5.3 Recommendations.

Based on the findings of the research and the conclusions reached, the following recommendations are made.

Questions that require only remembering of facts from pupils should be minimized because such questions limit students to explain their ideas using English in the classroom.

It is advisable that teachers should give wait time depending upon the purposes of questioning because wait time provides students adequate time to think and answer the questions.

Questions should be distributed to students in different ways. Teachers can give their students equal opportunity to answer questions. However, they should at the same time make sure that they are fulfilling the desired aims of using questions in the language classes.

Planning questions is also very important in EFL classroom. Hence, teachers should prepare their questions before they come to the classroom. If they do prepare questions, they can minimize making faults in formulating questions and would be clear about the purposes of asking questions. Above all, planning questions may help teachers to ask the various types of questions in question and answer exchange in EFL classroom.

The researcher believes that questions must be given emphasis in the English language methodology courses. The types of questions, questioning strategies, their uses in the English classrooms, ways of preparing questions, the purposes of questions in the class etc, should intensively be given and practiced by the would be teachers while taking training.

Therefore, the training that incorporates questions and questioning strategies can help the trainees to be familiar with different kinds of questions and their immense uses in the language classes. It can also help the trainees to discover better ways to make use of questions in teaching the target language.

As questions are important in teaching language, it is essential to conduct further studies on classroom questioning to investigate the problems in detail and their solutions in relation to the language classrooms.

Thus, looking into classroom questioning in particular can provide useful information concerning the problems related to classroom questions and the effectiveness of teachers questions that are planned for a lesson, it is possible to see if they are appropriate for the course objectives and students in the class.

Finally, the researcher recommends researchers 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 doesn't in anyway 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.

BIBLIOGRAPHY

- Amdeselas Gebregiorgis. 1999. Prondural principles of Questing. **Educational Journal .Vol.4**
- Anderson, L&K Rathwohkl, D.(eds) 2001. A **Taxonomy for Learning, Teaching ,and Assessing: Arevision of Bloom's Taxonomy of Educational objectives**. New York: Addison Wesley Longman.
- Banbraook ,L.& P. Sekehan. 1989. " Classroom and Display Questions" In Brumfit and Michell. **Research in the Lnaguage Classroom**. London: Modern English Publication in Association with British council.
- Berlitz,P 2000. **Getting Around**. Prineton.NJ: Berlitz Language, Inc.
- Billows, L. 1961. **The Tehniques of Teaching**. Language: Longman Group Limited.
- Bloom,B.S 1956. **Taxonomy of Educational objectives. Handbook I. The cognitive Domain** . London: Longman.
- Borich, G. 1988. **Effective Teaching Methods**. USA: Merill Publishing Company.

- Borg, W.R.1970. **The Mini Course: A micro Teaching Approach to Teacher Training**. London: Macmillan
- Brock, C.1986. "The Effects of referential questions on ESL class discourse: **TESOL Quarterly** 4 20, 47 -59.
- Brown, G.1975. **Micro – teaching. A programmer of Teaching Skill**. Bristol . J.W, Arrow Simth Ltd.
- Brown, H.D. 2001. **Teaching by principles: An Interactive Approach to Language pedagogy**. Newyourk: Addison Wesley Longman.
- Burton, Duilliam, H. 1962. **The Guides of Learning Activities**. New york: Methuen.Co. Ltd.
- Byrne, D.1986. **Teaching Oral English. Handbook for Language Teachers**. English; Longman Group Limited.
- Chaudron, C. 1988. **Second Language Classroom Research on Teaching and learning**. Newyork: Macmillan publishing company.
- Clar, H.L and Star, S.I 1986. **Secondary and Middle School Teaching Methods**. New York: Macmillan Publishing Company.
- Cooper, J.M. 1986. **Classroom Teaching Skills**. Lexington: mass D.C: Heath.
- Daniel Eressa.2006. Classroom Interaction and Its Influence on the Development of Trainees' speaking skills in English at 10 + 1 Level in Technical and vocational training Institute A.A.U. M.A. Thesis.
- Davis, B.G. 1993. **Tools of Teaching**. San Francisco: Jossy – Bass
- 1991. **Instructional Technique**. New york : Mc Graw Hill Book campany.
- Delamont,S. 1983. **Interaction in the classroom** (2nd ed) . London and Newyork: Routledge,
- Dillon, J.J.1984. " Research on Questioning and Discussion. **Education Leadership** 42 – 50 -56.
- 1983. **Teaching and the Art of Questioning**. Bloomington: Phi Delta Kappa Educational Foundation.
- Doff, A 1998. **Teaching English. A Training Course for Teachers**. Cambridge: Cambridge University press.
- Dunkins, M. & Biddle, B.1974. **The Study of Teaching**. NewYork: Holt, Rinehart and Winston.
- Eggen, P. Kauchak, D. 2004. **Educational Psychology on Classrooms**. (6th ed). Upper saddle River, NJ: Prentice Hall.
- 2006. **Strategies and Models for Teachers. Teaching Content and Thinking Skills**. (5th ed). New York: Pearson Education Inc.
- Elizabeth Ayalew. 2003. Faculty Gender and Classroom Interaction in EFL Classes. **The Ethiopian Journal of Education** Vol. XXIII, No.2.

- Erickson, H.L. 2007. **Concept –based Curriculum and Instruction for the Thinking classroom**. Thousand oaks: Corwin Press.
- Farrant, J. 1980. **Principles and Practice of Education**. Singapore : Longman Singapore publishers Ltd.
- Flanders, N.A. 1970. **Analyzing Teaching Behavior**. London: Addison – Wosley.
- Gall, M.D. 1984. “ Synthesis of Research on Teachers Questioning. **Educational Leadership** 42,40-47.
- 1970. The uses of Questions in Teaching. **Review of Educational Research** 40, 707 -721.
- Getachew Fantaye .1984. Contextualizing structural Based Exercises as a Strategy for promoting proficiency in English for First Year University Students. A.A.U. MA. Thesis.
- Good.T and J. Brophy . 1974 “ Changing Teacher and Student Behaviors. An Empherical Investigation. **Journal of Educational Psychology**. 71, 355-363
- 2003 **Looking in Classrooms**.(9th eds). NewYork: Longman.
- Hyman, R.J. 1979. **Strategic Questioning**. Englewood Ciff: Prentice
1970 . **Ways of Teaching**. Philadelphia: The Lippincott Curriculum and Instruction Series.
- Hornyby, H.S, 1986. **Oxford Advanced Learners English Dictionary**. London: Oxford University Press.
- Kench, M.C. 1976. **Questions in the Class**. England: Longman Group limited.
- Kerry, T. 1982 . **Effective Questioning: A Teaching Skills Workbook**. London: Macmillan.
- Kissock, Craig and I Yortsuun 1982, **A Guide to Questioning Procedures for Teachers**. London: Macmillan Publishers Ltd.
- Kyriacou. 1991 **Essential Teaching skills**. England Basil Black well Ltd.
- Klippel, F.1984. **Keep Talking. Communicative Fluency Activities for Language Teaching**. Great Britain: Cambridge University Press.
- Krashen, S. 1981 **Second Language Acquisition and Second Language Learning**. Oxford : Pergamon.
- Long and Crookes 1986. “ Intervension Points in Second Language Classroom Process. In B.D.S (eds). **Pattern of Classroom Interaction in south east Asia**: Singapore RELC.
- Lier, V. 1988. **The Classroom and Language Learner**. Singapore: Longman Publishers Private Ltd.

- Long, M.H. and Sato, C. 1983. Classroom Talk Discourse Forms and Functions of Teacher's Questions In H. Silinger and M. Long (eds). Classroom oriented Research in Second Language Acquisition.
- Mackey, F. 1965. **Language Teaching Analysis**. London: Western Printing Services.
- McNair, M. 1974. "Putting the Questions. Modern Language. **Journal of Language Teaching Abstracts**. Vol. 7 N. 57.
- Nunan, D. 1989. **Understanding Classrooms. A Guide for Teacher Initiated Action**. Cambridge: Prentice Hall. Inc.
- 1991. **Language Teaching Methodology. A Text book for Teachers**. Cambridge. Prentice Hall.
- Nunan, D. and Lamb. 1996. **The Self Directed Teacher**. Cambridge: CUP.
- 1992: **Research Methodology in language Learning**. Cambridge: Cambridge University press.
- Nuru Mohammed 1992. Levels of Questions. A Description of Text book and Examination Questions in Higher Secondary Schools. A.A.U MA Thesis.
- Randall, M and Thornton, B, 2001. **Advising and Supporting Teachers**. UK: Cambridge University press.
- Rees, A. 1975. "Games and Question Practice" **ELT English Language Journal**. XX 1X,2 – 135 -43.
- Rice, D. R 1977. The Effects of Question Asking Instruction on Preservice Elementary Science Teachers. **Journal of Research on Science Teaching**. 14,353 - 359.
- Richards and Lockhart. 1994. **Reflective Teaching in Second Languages Classrooms** U.S.A : Cambridge University Press
- Richly, R.W. 1979. **Planning for Teachers**. New York: Mc Graw – Hill, Inc.
- Perrott, Elizabeth. 1986. **Effective Teaching : A practical Guide to Improve your Teaching**. London: Longman Ltd.
- Robertson, J. 1989. **Effective Classroom Control. Understanding Teacher Pupil Relationship**, (2nd ed). Cambridge: Hameton College.
- Rowe, M.B. 1986. Wait- time : Slowing Down may be a way of Speeding up! **Journal of Teacher Education**. 37, 43-50
- 1972. **Teaching Science as continuous Inquiry**. New York: Mc Grae
- Sawyer, Wayne, Watson, Ken and Adams. 1989. **English Teaching from A-Z**. Great Britain A edens Press Limited.
- Seime Kebede . 2002, An Exploration of the Relation ship among Type of teachers Questions, Student Proficiency and wait –time. Acase Study. **The Ethiopian Journal of Education**. XXII, 2: 1: 32 - 19
- Shuqiang, 1987. Training Teachers to Ask Questions. **ELT Journal** Vol. 52/2. 99-105
- Stevick, E.W. 1982. **Teaching and Learning Languages**. USA: Cambridge University Press,

- Tolffeson , J.W. 1989 . “ A system of Improving Questions **Forum** 27, 45 -70
- Tsui , A.B. M . 1995. **Introducing Classroom Interaction**. London : Penguin.
- Ur, P. 2002 **A Course in Language Teaching**. Cambridge: Cambridge University press
- Wajnryb ,R .1992. **Classroom Observation Tasks, A Resource Book for Language Teachers and Trainers**. Cambridge. CUP.
- Wring, C. 1988 **Effective Teaching of Modern Languages**. London : Longman Group UK Limited.
- Zahorik, J.A. 1967. Classroom Feedback of Teachers. **Journal of Educational Research**, 62, 147-50.
- Zerihun Mekonen. 1995. The Nature and kinds of Questions Teacher and students ask in English Classroom of secondary schools. Addis Ababa University. MA . Thesis.

Observation Checklist A – 1

Make tallies every time the teacher uses each nomination

Strategy	Frequency	Total
Teacher names or identifies student and then asks the question		
Teacher asks question, then names or identifies student		
Teacher asks question, then selects one of the students who offer to answer,		
Teacher asks question then asks for chorus response		
Some other nomination strategy is used.		

Observation Checklist A-2

Types of questions Asked by Teachers

	T1	T2	T3	T4
Question	No. of Questions	No of Questions	No of Questions	No of Questions
Knowledge				
Comprehension				
Application				
Analysis				
Synthesis				
Evaluation				
Unclassified				

Observation Checklist A-3 Distribution of Questions

	T1	T2	T3	T4
Question Answered by	No. of Questions	No of Questions	No of Questions	No of Questions
Randomly asked pupils				
Volunteers				
The class as a whole				
The teachers themselves				
Unanswered Questions				
Total				

Observation Checklist A-4 on the type of modification the teacher uses

Types of Modification	Frequency	Total
Repeat the Question		
Repeat the Question		
Give Clues		
Rephrase with Alternative		
Use native language		

Appendix B

Types of Questions Based on Bloom's Taxonomy

KNOWLEDGE

Remembering

Memorizing

Recognizing

Recalling identification

Recalling information

Who, what, when, where, how? Describe

COMPREHENSION

Interpreting

Translating from one medium to another describing in one's own words

Organization and selection of facts and ideas retell

APPLICATION

Problem Solving

Applying information to produce some result use of facts, rules and principle

How is ----- an example of -----?

How is ----- related to -----?

Why is ----- significant?

ANALYSIS

Subdividing something to show how it is put together finding the underlying structure of a communication identifying motives.

Separation of whole in to component parts what are the parts or features of ----?

Out line / diagram ----

How does ---- compare /contrast with ---?

What evidence can you list for---?

SYNTHESIS

Creating a unique, original product that may be in verbal form or may be a physical object combination of ideas to form a new whole

what would you predict /infer from -----?

What ides can you add to ---?

How would you create /design a new ----?

What might happen if you combined ----?

What solutions would you suggest for ----?

EVALUATION.

Making value decisions about issues.

Resolving controversies or differences of opinion.

Development of opinions, judgments or decisions.

Do you agree that ---?

What do you think about .-----?

What is the most important ---?

Place the following in order of priority ----

How would you decide about -----?

What criteria would you use to assess---?

Bloom (1956).

Appendix C

Observation Check list

3	Classification of Questions	Tally marks	Total	%
3.1	<p>Lower order Questions</p> <ul style="list-style-type: none"> • Students are asked to • Define concept, term, an idea • Recall/remember previously learned fact, • List facts • Identify procedures that work and questions that can be answered by a word, yes, or No. 			
3.2	<p>Middle order Questions students are asked to:</p> <ul style="list-style-type: none"> • Express an idea in their own word; • Make comparisons between idea, concepts • Explain concepts • Summarize procedure/steps • Demonstrate their views ,ideas 			
3.3	<p>Higher- order Questions students are</p>			

	<p>asked to</p> <ul style="list-style-type: none"> • Determine parts of a problem • Relate parts • Analyze ideas • Put ideas together • Asses procedures, steps or ways • Give conclusions 			
--	---	--	--	--

Appendix D

Observation Check list

Wait – time given to students to answer questions

Seconds	No of Questions	%
1 second		
2. second		
3 second		
Total		

Appendix E-1

Student's Questionnaire

Dear Student,

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

Thank you for taking your valuable time to fill this questionnaire.

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

- | | |
|----------------------|----------------|
| 1. Sex: Male | Female |
| 2. Age Blow 20 Years | above 20 years |

Part Two: Answer the following questions as it required

1. Do you think classroom questioning in EFL class promotes English language learning?
A. Yes B. No
2. The English teacher encourages me to answer questions in EFL Classes.
A. Yes B. No
3. The teacher gives me opportunity to ask questions in EFL classes
A. Yes B. No

4. I use English to ask questions in EFL Classroom
- A. Always B. Often C. Sometimes
D. Rarely E. Never

5. Do you fear to ask questions in English in EFL Classroom?
- A. Yes B. No

6. If you answer to NO '5' is 'Yes', why do you fear? Explain your reason (s)

5. በእንግሊዝኛ ክ/ጊዜ ጥያቄ ለመጠየቅ ትፈራለህ/ሽ/።

ሀ/ አዎን

ለ/ የለም

6. ለተራ ቁጥር 5 መልስህ/ሽ/ አዎን ከሆነ ለምን ትፈራለህ/ሽ/ ምክንያቱን

Appendix F

Teacher's Questionnaire

Dear teacher,

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

Thank you for your help

Part one: Information About yourself

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

- 5 Sex : Male
Female
- 6 Education Background
BA MA PhD
- 7 Experience in teaching Language
5Yrs 6-10 Yrs Above ten yrs
- 8 Total number of students in the Class -----

Part Two please put '✓' below your choice for the following questions.

1. If students do not understand your question, what will you often do?
 - A. repeat the question
 - B. Rephrase the question
 - C. Gives clue
 - D. Rephrase it with alternatives
 - E. Use native language. (If your choice is more than one please, circle it)
2. Do you think that giving more wait – time to students to respond to questions increases the likely hood of correct answers?
 Yes No
3. If you answer to No. 2 is 'Yes' to what extent?
 - A. to a very great extent

- B. to a large extent
- C. to some extent
- D. to a limited extent

4. Do your students fear to ask and answer questions in English?

Yes No

5. If you answer to No '4' is 'Yes' please state your reason (s).

6. Do your students have problems in using English language to ask and answer questions?

Yes No

7. If your answer to No. 6 is 'yes' please state the problems.

8. Do the factors you have stated affect questioning in EFL classroom?

Yes No

9. If 'yes' how? Please explain.

10. Do you give to the students enough opportunity to ask questions?

Yes NO

11. If your answer to No. 10 is 'No' please, state your reason (s).

