



University of Dhaka

Nature of Questioning in English Classroom Using Communicative Language Teaching Approach at Junior Secondary Level

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Declaration

“I hereby declare that the thesis is entirely my original work and has not been submitted for any other award. All the quotations, citations and summaries have been duly acknowledged.”

.....

Rasel Babu

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I am greatly thankful to a number of people for their support and diligent guidance throughout this research work.

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The Researcher

Abstract

Nature of Questioning in English Classroom Using Communicative Language Teaching Approach at Junior Secondary Level

Questioning is an inseparable part of a classroom teaching-learning process. Realizing the importance of questioning, the educationists worldwide had shown their continuous interest in research on questioning. However, in the context of Bangladesh, researchers rarely have explored this significant area of teaching-learning. Comprehending this gap of researching, the current mixed method approach study had been designed. The aim of the study was to understand the questioning nature in English language classrooms. The following three research questions guided the study: 1) What are the questioning patterns in English classes? 2) In which process the teachers progress questioning? and 3) How do the learners perceive classroom questioning? Randomly selected 300 students, purposively selected 40 students and 10 English language teachers of junior secondary level participated in the study. Thirty English language classrooms were observed. To collect data, the researcher used classroom observation schedule, opinionnaire for students, focused group discussion schedule and teacher interview schedule. The study used classroom observation protocol to explore the actual status of questioning pattern and process happening in the classroom. The post lesson observation interview protocol helped to explore teachers' opinion and explanation regarding the patterns and process of classroom questioning. Like the teachers, the learners have also been treated with importance to conduct this study. In previous researches on questioning, learners had always been neglected which is a shortcoming of the researches on questioning. To overcome this limitation, the study used an opinionnaire for investigating learners' perception about questioning patterns and process. Beside the opinionnaire, a focused group discussion schedule was also administered with the learners to have in-depth understanding of their view, opinion and perception regarding questioning of English classes. To analyze the data, the researcher adopted thematic analysis approach where descriptive statistics like percentage, direct quotations from the respondents and the critical aspects of classroom discourse had been used. The findings derived from data triangulation and methodological triangulation revealed that in English classes, teachers asked questions mainly for three purposes such as warm up, assessment and motivational purposes. However, most of the questions were asked to assess the students' learning. Findings showed that questioning

pattern and process had not been changed significantly over the years. Still teachers asked most of the questions (90%) from the knowledge sub-domain of cognitive domain which is the lowest level of knowledge. Almost 55% of the classroom questions were closed in nature and 40% of the questions were yes-no questions. Hence, learners did not get scope for higher order thinking within the classroom or beyond. Another result of the study was that most of the questions were asked either from the exercise of the textbook or from the contents. Students' life related questions were almost absent in classroom teaching-learning process. So, it was difficult for the students to link between classroom and real life situation through questioning. Moreover, it is suggested in communicative language teaching approach that students should participate in classroom talk especially in questioning but the study findings showed a different scenario regarding questioning practice. 98% of the questions were asked by the teachers and among the questions 63% of them were asked in English. Teachers asked 90% of the questions to individual learners; as a result, the whole classes were not engaged in questioning for most of the time. Though it is expected all the learners should be treated equally in the classroom, in real situation, it was seen teachers asked almost 65% questions to the front bench students and about 78% responses came from the front side students. Basically, the front bench students were the best learners of the classroom and they dominated in the classrooms teaching-learning. In spite of the dominance of the bright learners the teachers gave most attention to them. Data showed that only 12% of the total number of questions was asked to the back bench students and they could reply to only 6% of the questions. Though there were discrimination and less participation in questioning, still the learners liked questioning very much and they perceived classroom questioning as the most favorite instructional strategy. 98% of the learners believed that questioning helped their learning by promoting their critical thinking skill and keeping their concentration in teaching-learning. Learners opined that question-answer practice helped them to pass the exam and 94% of the learners thought that questioning was really helpful for developing speaking skill. Realizing the importance of questioning, almost 97% of the learners mentioned that they could learn more when their teachers questioned more. Based on the findings, the study recommended to arrange proper and adequate training on classroom questioning for the English teachers; and also suggested to conduct further studies on why learners did not participate in questioning and what kinds of questioning practices are going on in the primary and pre-primary schools.

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Abstract

Questioning is an inseparable part of a classroom teaching-learning process. Realizing the importance of questioning, the educationists worldwide had shown their continuous interest in research on questioning. However, in the context of Bangladesh, researchers rarely have explored this significant area of teaching-learning. Comprehending this gap of researching, the current mixed method approach study had been designed. The aim of the study was to understand the questioning nature in English language classrooms. The following three research questions guided the study: 1) What are the questioning patterns in English classes? 2) In which process the teachers progress questioning? and 3) How do the learners perceive classroom questioning? Randomly selected 300 students, purposively selected 40 students and 10 English language teachers of junior secondary level participated in the study. Thirty English language classrooms were observed. To collect data, the researcher used classroom observation schedule, opinionnaire for students, focused group discussion schedule and teacher interview schedule. The study used classroom observation protocol to explore the actual status of questioning pattern and process happening in the classroom. The post lesson observation interview protocol helped to explore teachers' opinion and explanation regarding the patterns and process of classroom questioning. Like the teachers, the learners have also been treated with importance to conduct this study. In previous researches on questioning, learners had always been neglected which is a shortcoming of the researches on questioning. To overcome this limitation, the study used an opinionnaire for investigating learners' perception about questioning patterns and process. Beside the opinionnaire, a focused group discussion schedule was also administered with the learners to have in-depth understanding of their view, opinion and perception regarding questioning of English classes. To analyze the data,

the researcher adopted thematic analysis approach where descriptive statistics like percentage, direct quotations from the respondents and the critical aspects of classroom discourse had been used. The findings derived from data triangulation and methodological triangulation revealed that in English classes, teachers asked questions mainly for three purposes such as warm up, assessment and motivational purposes. However, most of the questions were asked to assess the students' learning. Findings showed that questioning pattern and process had not been changed significantly over the years. Still teachers asked most of the questions (90%) from the knowledge sub-domain of cognitive domain which is the lowest level of knowledge. Almost 55% of the classroom questions were closed in nature and 40% of the questions were yes-no questions. Hence, learners did not get scope for higher order thinking within the classroom or beyond. Another result of the study was that most of the questions were asked either from the exercise of the textbook or from the contents. Students' life related questions were almost absent in classroom teaching-learning process. So, it was difficult for the students to link between classroom and real life situation through questioning. Moreover, it is suggested in communicative language teaching approach that students should participate in classroom talk especially in questioning but the study findings showed a different scenario regarding questioning practice. 98% of the questions were asked by the teachers and among the questions 63% of them were asked in English. Teachers asked 90% of the questions to individual learners; as a result, the whole classes were not engaged in questioning for most of the time. Though it is expected all the learners should be treated equally in the classroom, in real situation, it was seen teachers asked almost 65% questions to the front bench students and about 78% responses came from the front side students. Basically, the front bench students were the best learners of the classroom and they dominated in the classrooms teaching-learning. In spite of the dominance of the bright learners the teachers gave most attention to them. Data showed that only 12% of the total number of questions was asked to the back bench students and they could reply to only 6% of the questions. Though there were discrimination and less participation in questioning, still the learners liked questioning very much and they perceived classroom questioning as the most favorite instructional strategy. 98% of the learners believed that questioning helped their learning by promoting their critical thinking skill and keeping their concentration in teaching-learning. Learners opined that question-answer practice helped them to pass the exam and 94% of the learners thought that questioning was really helpful for developing speaking skill. Realizing the importance of questioning, almost 97% of the learners mentioned that

they could learn more when their teachers questioned more. Based on the findings, the study recommended to arrange proper and adequate training on classroom questioning for the English teachers; and also suggested to conduct further studies on why learners did not participate in questioning and what kinds of questioning practices are going on in the primary and pre-primary schools.

Chapter One

Background of the Study

1.1. Questioning in Education

Asking questions by the teachers has been the stock-in-trade in the classroom since time immemorial (Klein, Peterson & Simington, 1991). It is one of the most frequently used instructional strategies and fundamental to effective and outstanding teaching (Callahan & Clark, 1982; Frazee & Rudnitski, 1995; Freiberg & Driscoll, 1996; Hamilton & Brady, 1991; Nunan & Lamb, 1996). In fact it is tricky to think of teachers' teaching without asking questions (Dillon, 1982; Perrott, 1990). The world's renowned educationists believed that effective questioning by teachers focuses students' attention to understand lesson content, arouse their curiosity, improve their participation and engagement, stimulate their imagination and motivate them to search out new knowledge (Wragg & Brown, 2001; Perrott, 1990; Morgan & Saxton, 1994; Kauchak & Eggen, 1998). Besides, questioning helps learners to develop concepts, build background knowledge and clarify their reasoning process (Muth & Alvermann, 1992; Ornstein, 1995). To say as summary, questioning, if administered skillfully, will help students to develop lively minds, acquire understanding of knowledge, skills and that of their own learning, which, in the long term, will make them independent learners (Hull, 1990; Konfetta-Menicou & Scaife, 2000; Myhill & Dunkin, 2005). So, clearly, questioning is an indispensable skill that teachers must have for the better learning of the students.

1.2. Statement of the Problem

Over the years, though questioning has been acknowledged as part of the staple diet for classroom interaction, yet effective questioning does not happen always; even teachers with

considerable experience in teaching had lack of knowledge on the pattern and process of questioning. According to Nunan and Lamb (1996), over the years nothing much had changed in the way teachers posed questions: they still pose questions in much the same way as they did before, with most of the questions in the low level category, despite improvement in teaching materials, curricula and methods of teaching. In 1995, Ornstein confirmed that earlier research conducted by Hunkin (1966), Dunkin and Biddle (1974) and Payne (1992), had found similar results of Nunan and Lamb (1996). However, in Asian context similar results were found from Ghazali (1998) in Malaysia; McNeil (2010) in Taiwan.

Findings from Bangladeshi studies on questioning also showed a similar trend. Ahsan (2009); Rahman (2009) and Rahman, Babu & Ashraf (2011) explored that the Bangladeshi teachers had lack of knowledge in asking questions properly. Especially, they struggled most to pose questions at higher level thinking. Usually, the teachers did not use the variety of questions (low level thinking, high level thinking, factual, empirical, productive and evaluative) available to them. They had a tendency to ask a series of highly specific, factual and lower level thinking questions. Those questions were insufficient in scope and depth; hardly challenged the students to think of the answer because the answers were available in the text book. Depending on too much lower level thinking questions and neglecting higher level ones had inspired rote learning and discouraged higher order thinking process among learners (Perrott, 1990; Dean, 1996; Ramchandran, 2004; Soosayrasj, 2004). The problem was comprehended when students in Bangladesh were perceived as mere recipient of knowledge and the teacher as the “all-knowing” feeder of knowledge to the students (Sadek, Ahmed & Begum, 2006; Rahman, Begum & Zinnah, 2009; Ahsan, 2009). This implied that the way teachers conducted the lessons via questioning could affect students’ performance (Sahin, Bullock & Stables, 2002).

Although it is stated very clearly in the Bangladeshi National Philosophy of Education (MoE, 2010) that “the classroom should be the place for nurturing the young minds” in which students are expected to acquire knowledge that can uplift their level of thinking. Teachers’ techniques of selecting and posing the questions may prevent the students from achieving this. Hence, teachers’ knowledge about questioning pattern and process is important.

Many teachers are not aware of how their knowledge influences their classroom practices. For example, if a teacher does not have the required knowledge about questions (the taxonomies, levels and types of questions) and the skills of posing questions (questioning process) s/he may apply techniques of questioning that may be unfavorable for their students to reap the benefits of their questions. For instance, a study (Moore, 1995) conducted in Malaysia showed that the teachers who lack the techniques to follow up on their students’ responses or lack of skill for not prompting or proving a question further. Instead, they accepted one answer to a question before moving on to the next one, posed a series of questions spontaneously on ad-hoc basis, denying students the opportunity to answer a question by providing the answer themselves or by elaborating the answer before students who could express their ideas in full. Posing questions in this way may render the instruction to be ineffective because the teacher dominated the classroom interaction through almost one-way communication, which is mechanical and did not reflect the pattern of interaction in real life (Lynch, 1991; Good & Brophy, 2003). Many teachers thought that students were not ready to face higher order questions that could be another reason for not posing higher thinking questions. Many teachers had to keep in mind that they needed to ensure students’ success in national examination as it was relating to the sustainability of their service. So exam format also dominated the classroom interaction (Jespersen, 1906 in McMorow, 2006). Evidently effective teaching is dependent upon the

teachers' skill in being able to ask questions which generated different kinds of learning (Klein et al, 1991; Morgan & Saxton, 1994)

Another characteristic of typical classrooms is that questions have always been posed by the teachers and the learners hardly ask questions. Eventually, the teachers take the control of the class (Dillon, 1990; Wajnrbj, 1992; Nunan & Lamb, 1996; Ahsan, 2009; Rahman, 2009; Rahman, Babu & Ashraf, 2011). These kinds of practice hamper the joy of learning and make the lesson boring because the students feel indifferent with the overbearing teachers who impose on them what to do and what not to do (Malhi, 2004). Gradually the learners turned themselves into passive learners (Cruickshank, Bainer & Metcalf, 1995; Brown, 2001; Orlich, Harder, Callahan, Kauchak & Gibson, 1994). Asian value: "that students are not to question their elders and those in authorities lest they might consider uncouth or disrespectful of them" might be another reason for the students' passiveness to ask questions (Hussin, 2006).

1.3. Rationale of the Study

Literature had shown that research on questioning in general education and in ELT (English Language Teaching) is a popular topic because a healthy amount of research had been conducted by the researchers on various aspects of the issue. In the context of Bangladesh, a number of studies had been conducted in ELT research area where classroom teaching-learning practice was one of the core attentions of the researchers. Worldwide researches had proven that in classroom teaching-learning process questioning is an important and popular strategy for formative assessment and asking question is the central aspect to any classroom interaction as it serves so many functions. Yet, this is still an under-researched area in the Bangladeshi classroom context. To the researcher's knowledge, there has been no research conducted

particularly on questioning in Bangladesh. So far, he has found four studies (Ahsan, 2009; Rahman, 2009; Babu, 2010; Rahman, Babu & Ashrafuzzaman, 2011) in Bangladesh where the researchers highlighted the questioning practice slightly as a very small part of their studies. Basically, they focused on whole classroom activities and questioning was one of those activities. Hence, these studies could be considered as helpful literature for research on questioning but holistic idea on questioning practice in Bangladesh could not be found from those studies. In this situation the current study is the first ever study in Bangladesh which focuses solely on classroom questioning. This study could be considered as the base of researching in this area.

In Bangladesh, English language is an established subject in the school curriculum and the students learn the language formally for twelve years during their primary and secondary schooling (MoE, 2010). The current curriculum promoted CLT (Communicative Language Teaching) approach for teaching English (NCTB, 1996). Yet, despite years of formal learning and abundance of materials, students' mastery of the language is deteriorating. In this situation questioning is an important practice which can help to achieve the goal of CLT approach. Proper questioning practice can facilitate the students to master the communication skills in English as it creates scopes for the learners to interact among themselves and to develop critical thinking skills among them. The majority of the previously-mentioned questioning studies in Bangladesh were conducted focusing the general science classes but the current one is the only study which intensively focused on the questioning practice of English language classes.

In proper questioning practice, both the teacher and the student are important. Balanced participation from both the groups is crucial in the questioning process. However, the early studies on questioning extensively focused on the questions asked by the teachers. Students'

generated questions and their perception towards questioning practice had not got much attention from the researchers. Hence, besides emphasizing on the teachers' questions, the current study also gave attention to the participation of students in questioning practice.

Most of the studies conducted on classroom questioning basically followed the quantitative approach (Rahman, 2009; Orlich, Harder, Callahan, Kauchak & Gibson, 1994). Ahsan's (2009) study conducted in Bangladeshi context was also quantitative. Very few studies had been found in this field conducted following the qualitative methodology. In Bangladesh, Rahman, Babu & Ashrafuzzaman (2011) conducted their study following the qualitative style of research. So, clearly, most of the studies conducted on classroom questioning were either qualitative or quantitative. There is a lack of studies on questioning conducted through mixed approach of research. The current study is a mixed-approach research which can fill this gap and can explore new knowledge in terms of methodologies of research in this field.

Through this study, the researcher will try to investigate the patterns of questioning practiced in classrooms, the process in which the teachers and students practice questioning, and finally, the perceptions the students bear in their mind towards questioning. The findings of the study will contribute to the improvement of classroom teaching and learning.

1.4. Significance of the Study

The practicing teachers will be the direct beneficiaries of the findings of the study. Study result will aware the teachers about their questioning behavior in order to minimize any weakness and thus to improve their classroom practice (Lynch, 1990; Freiberg & Driscoll, 1996; Good & Borphy, 2003). For example, if a teacher uses much more questions at lower level the students will not learn to think critically. In this situation teacher could inspire students' exposure and

practice to question at higher level by incorporating these question in their textbook (Frazee & Rudnitski, 1995) and also could ask the factual and thought provoking questions in a balance amount (Ornstein, 1995).

The study will concentrate on the questioning practice where teachers' skills of questioning would be considered with importance. Findings of the study will determine whether the teachers need to provide training on questioning or not. Study result will explore teachers' strength and weakness in teaching practice and will recommend the required training accordingly because the teachers need to go for refreshing training courses from time to time (Oteify, 1979) to keep them up-to-date with current development in education and methodology, to enable them to broaden their thinking and incorporate new techniques in their teaching so that it remain relevant to their students' needs (Oteify, 1979; Marriott, 2001). Hence, the study result will help the teacher trainers to revise and reshape their training activities according to the needs of the teachers.

Study result will also help the material developers to revise and reshape the existing materials to improve their quality. Bangladeshi English language teachers consider the textbook as principal instructional materials and they follow textbooks to conduct their lessons (Ahsan, 2009; Rahman, 2009; Babu, 2010; Rahman, Babu & Ashraf, 2011). Even they ask questions to the students from the text book most of the time. Hence, the study result will help the textbook writers and also the curriculum designers and teacher's guide developers to improve the instructional materials in such way where the students would get enough scope to practice questioning of different categories and of difficulty levels.

The ELT researchers of Bangladesh and abroad will be beneficiaries of the findings of the study. Especially in Bangladesh, very few studies had been conducted where questioning got minimum attention (Ahsan, 2009; Rahman, 2009; Babu, 2010; Rahman, Babu & Ashraf, 2011). Particularly there is no pure study on classroom questioning in Bangladeshi context. Hence, this study could be considered for the next researchers as the base for researching on questioning in ELT of Bangladesh.

1.5. Research Approach of the Study

The researcher followed the naturalistic approach of research so that he could investigate classroom event (questioning) in the natural setting of the classroom. Following this approach means the researcher would not interfere with the normal flow of the lessons or impose any intervention for the teachers to implement on his behalf. This approach helped him to get in-depth data regarding teachers' classroom behavior that represented the whole picture of classroom life (Allwright & Bailey, 1991; Hitchcock & Hughes, 1995). Though the researcher followed the naturalistic approach of research, his study was not fully qualitative rather it was a mixed method study where he collected both kinds of data to portrait a comprehensive picture of the questioning nature. The researcher followed the Concurrent Triangulation Strategy (Cresswell, 2011) of mixed approach research to conduct this study. According to this strategy, the researcher will collect both qualitative and quantitative data concurrently and then will compare the two databases to determine if there is convergence, differences, or any combination. This comparison will help the researcher to ensure the confirmation, disconfirmation, cross-validation and corroboration of his findings (Greene, Caracelli, & Graham, 1989; Morgan, 1998; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992).

In global context, only a small number of studies (McNeil, 2010) on questioning were conducted following the mixed methods of research. The researcher found no research on questioning conducted using mixed method approach in the Bangladeshi classroom. Very few of previous Bangladeshi studies tended to investigate questioning nature in quantitative way. Clearly, there were many untouched aspects of questioning. To fill those gaps, the researcher adopted the mixed method of research to conduct this study. To avoid the subjectivity involved, the researcher used four instruments to triangulate the data so that the researcher could strengthen and validate the findings (Best & Kahn, 1986; Hitchcock & Hughes, 1995) since data from different instruments would converge to inform the phenomenon investigated regarding questioning.

1.6. Aim, Objectives and Research Questions

The aim of the study was to investigate the nature of questioning used by the English language teachers at junior secondary education level of Bangladesh. The study had three specific objectives, as reflected in the three Research Questions (RQs): **RQ1** - What are the questioning patterns of English classes? **RQ2** - In which process the teachers progress questioning? and **RQ3**- How do the learners perceive classroom questioning?

RQ1 was used to explore the questioning pattern of the English classes. The purpose of the question was to explore the characteristics of the questions asked by the teachers and the students. To answer this question, the researcher collected data from various perspectives like questioning purpose, types, sources, domain, medium, and structure and difficulty level. To investigate the questioning pattern, the previous researchers (Gall & Artero-Boneme, 1994; Newton, 2002; Ho, 2005; Ahsan, 2009; Babu, 2010, Rahman, Babu & Ashrafuzzaman, 2011,

McNeil, 2010) investigated these features of questioning. RQ2 was administered to investigate the process through which the teachers progressed the questioning activities. To investigate the questioning process the researchers tried to find the questioner, the style of offering a question, waiting time provided for learners' participation in questioning process and the feedback provided by the teachers (Gall & Artero-Boneme, 1994; Newton, 2002; Ho, 2005; Ahsan, 2009; Babu, 2010, Rahman, Babu & Ashrafuzzaman, 2011, McNeil, 2010). RQ3 allowed the researcher to look at the issue of teachers' questioning from students' perspective. All this while, students had been mere recipients of their teachers' teaching and their feelings and ideas pertaining to their learning have not been considered (Hussin, 2006). Hence, the study had a focus on students' perception towards questioning practice. Students' perception towards questioning had been investigated in terms of students' likings and disliking about questioning, their beliefs about questioning and their ideas about the role of questioning to learn English (Wambugu, Barmao & Ng'eno, 2013; Kaufman, Schunn, 2011; Al Kadri, Al-Moamary & Vleuten, 2009; Struyven, Dochy & Janssens, 2005; Lizzio, Wilson, Simons, 2002). Earlier, Kolb (1984) cited about the previously-mentioned components of perception study. These had been adopted in this study.

1.7.Overview of the Thesis

Classroom questioning is the foremost discussion point of this research where exploring the nature of classroom questioning is the main aim. The ensuing chapters will discuss the thesis in terms of the literature available in questioning (Chapter-2), the methodology of the study (Chapter-3), the analysis of data (Chapter-4), discussion of the findings (Chapter-5) and conclusion (Chapter-6)

Chapter 2 will emphasize on the existing literature pertaining to questioning, the types and focus of researches undertaken by researchers to form various contexts resulting in a variety of findings, and the similarities and differences between contemporary researches on questioning with the current study to demonstrate the need for the study to be done.

Chapter 3 presents the methodologies of the study in terms of setting the field work, sampling procedure, participants of the study, instruments used, procedure of conducting the field work and the method of analyzing the data.

Chapter 4 delineates the analysis of the data obtained from the field work and the findings of the study.

Chapter 5 discusses the findings of the study in terms of the three major aspects of the study namely the pattern of questioning, the process of questioning and the students' perception towards questioning. This chapter compares the result of the study with other research findings and tends to present the critical explanation of different phenomenon.

Chapter 6 concludes the thesis with some suggestions for the improvement of teachers' questioning based on the statement of the problem, the findings and the discussion.

Chapter Two Literature Review

2.1. Overview of the Chapter

Review of related literature is a very important part of research work. Reading the literature helps a researcher to learn how other educators compose their research studies and it also helps in finding useful examples and models in the literature for a researcher's own research (Creswell, 2008. p-89). This chapter reviews the literature available on classroom questioning. The contents of this chapter are brief history of questioning (2.2), place of questioning in ELT methodology (2.3), pattern of questioning (2.4), levels and types of question (2.4.1), criteria of good question (2.4.2), process of questioning (2.5), questioning in national curriculum (2.5.1), questioning in teacher's guide (2.5.2), effective questioning strategies used for CLT (2.5.3), students' perception and participation in questioning (2.6), recent research on questioning (2.7), situating my research (2.8), research question (2.9), the conceptual framework of the study (2.10) The chapter concludes with a summary (2.11).

2.2. Brief History of Questioning

It is undoubted that questioning has been in existence within education for a long time and of course questioning has a long history in the field of education. According to Tienken, Goldberg & Dirocco (2009), Socrates was that philosopher who introduced question-answer method of teaching-learning in educational process. Also, the earliest evidence of using questions in education was found in the time of Socrates in 5 BC. Socrates used searching questions to teach his students and his aim was to make them think, understand and justify their assertions (Newton, 2002; Harrop & Swinson, 2003). Since then questioning has been used to fulfill a number of purposes. It has been used to increase students' engagement, to focus attention on a

particular issue or concept, to structure a task for maximizing learning, to know about students' prior and current knowledge, to assess the understanding of the students' about any assigned tasks, to get feedback on the effectiveness of a lesson and in managing a classroom, and/or to check and control students' behavior (Callahan & Clark, 1982; Brawon & Edmondson, 1984; Nunan & Lamb, 1996; Wragg & Brown, 2001; Sahin et al, 2002).

Education has passed a long way but the role of questioning as an instructional tool has not been diminished with the progress of time. Different studies ensured the continuous use of questioning in classrooms regarding different time periods. (Steven, 1912 in Gall, 1970) found that teachers spent more than eighty percent of their school time by asking questions to their students. Scholars have shown their continuous fascination to questioning which can be realized by judging the number of research conducted on the issue over the years globally.

Earlier research on questioning had been conducted or reviewed by the scholars of United States such as Sanders (1966), Dillon (1982, 1988) and Hamilton and Brady (1991). The more recent study on questioning has been accomplished by McNeil (2010) in USA. Klinzing and Klinzing-Eurich (1987) are honored as the authoritative voice on questioning in Germany. More recent studies on questioning can be found in the United Kingdom where Newton and Newton (2000), Sahin et al. (2002), Harrop and Swinson (2003) and Myhill and Dunkin (2005) conducted their studies on questioning.

Some studies on questioning have been conducted in the South-East Asian region. In 1998, Ghazali and in 2006, Hussin carried out their studies in Malaysia. Ho conducted his research in 2005 in Brunei. Yang (2010) did a research on questioning in Hong-Kong. In case of

Bangladesh, Ahsan in 2009 and Rahman, Babu and Ashrafuzzaman in 2011 conducted their research on assessment practice where they emphasized on questioning.

Brown and Edmondson (1984), Perrott (1990), Wragg and Brown (2001), Harrop and Swinson (2003) mentioned studies conducted by Steven (1912), Haynes (1935) and Floyd (1960) on various aspects of questioning. The huge amount of literature available on questioning reflects its crucial role in the teaching-learning process in the classroom and its importance as a strategy to promote learning (Wood, Wood, Griffiths & Howarth, 1986 in Webb & McCandlish, 1990; Christenbury and Kelly, 1983; Gall & Artero-Boneme, 1994; Kauchak and Eggen, 1998; Dillon 1988; Brown & Edmondson, 1984; Nunan & Lamb, 1996). With the exploration of teaching-learning methodology it has been realized that almost in each teaching method questioning has occupied an important place. The following discussion will focus on the place of questioning in English Language Teaching (ELT) methodology.

2.3. Place of Questioning in ELT Methodology

Questioning has an important place in ELT methodologies. Most of the ELT methods addressed questioning as one of the most used techniques in classroom teaching-learning process. This part will specify the uses of questioning in different methods of ELT.

In Grammar-Translation Method (GTM) teachers ask questions to assess students' understanding. Correct answers from the students are considered very important in this method. Teachers are suggested to provide correct answers to the students when they make any error. The GTM is considered as the most traditional teaching method where questioning occupied an important place. So, it is clear that questioning is a very popular technique from the early days of ELT history (Freeman, 2004: p19).

Like GTM, questioning is important in Direct Method (DM) also. The advocates of this method use intensive oral instruction where questions are being employed as a way of presenting and eliciting language (Richards and Rodgers: 2002). In this method, target language is used for question-answer session. Students are asked questions and inspired to response in full sentence so that they practice new words and grammatical structures. Students have the opportunity to ask questions as well (Freeman, 2004: p30-31).

In Audio Lingual Method (ALM) question-and-answer drill got special importance. To explain the characteristics of question-and-answer drilling, Davies et al (1975) mentioned that in question-answer drilling teacher gets one students to ask a question and another to answer until most students in the class have practiced asking and answering the new question form. Freeman (2004) reported that in question-and-answer drilling students were expected to response to teacher's questions very quickly.

In the lesson procedure of Community Language Learning Approach, instructions were given to encourage learners to ask questions to one another. These questions may be from any subjects in which a learner is curious enough to inquire about. Interesting fact is that this method suggests to record the question-answer through tape recording so that these could be used later to remind and review the topics discussed and language used (Richards and Rodgers: 2002, p-96).

Like the other methods, in Communicative Language Teaching (CLT) approach, questioning occupies an important position. Johnson and Morrow (1981) mentioned about three major features of a truly communicative activity. These were: information gaps, choice and feedback.

Freeman (2004) showed that the successful application of those three most important features of communicative activities mostly depend on questioning style. Some examples are as follows:

The first feature of an information gap exists when one person in an exchange knows something that other person does not. So, to meet this feature, questions should be asked in such way which actually points the gaps of information. If two persons know the same thing and ask question to each other then there will be no exchange of information.

Second feature is the choice which also depends on questioning style. If the setting is highly controlled and students can say something in one way only then the speaker has no choice to say anything more. Suppose, if in a chain drill the students must reply to their neighbors questions in the same way as their neighbors replied to someone else's questions then students have no choice of form and content, and real communication does not occur. So for proper communication, questions should be different and should create chances for students to have their choice of answering.

The third feature is feedback. To explain feedback, Freeman (2004) provided an excellent example relating to transformation drill. In transformation drill, forming questions may be a worthwhile activity, but it is not in keeping with CLT since a speaker will receive no response from a listener, so is unable to assess whether the question has been understood or not. So, questions should be asked or message should be provided in such ways so that the speaker can get a feedback on whether the listeners understood or not.

Immediately after Johnson and Morrow (1981), the place of questioning in CLT was addressed by Finocchiaro and Brumfit (1983). According to them, in lesson delivering, teachers were suggested to present a brief dialogue or several mini dialogues, preceded by a motivation and a

discussion of the function and situation like people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. In this whole process, question and answer practice was suggested to involve in dialogue topic and eliciting about the situation as well. Questions and answers related to students' personal experiences were allowed to use but at the same time suggestions were made to center the questions on the dialogue theme.

2.4. Pattern of Questioning

This section has been described under two major aspects of questioning namely levels and types of questions (2.4.1.) and criteria of good questions (2.4.2.). The aim of this section is to narrate the characteristics of the questions in terms of levels and types and criteria. The following discussion will show how the educators classified questions and how they define good questions. This section can be named as the attributes of questions.

2.4.1. Levels and Types of Questions

Many educators show a tendency to use the terms level and type synonymously while consulting about questioning (Wu, 1993; Ayaduray and Jacobs, 1997; Ho, 2005). It is true that there is a strong relationship between these two terms but a number of scholars proposed to differentiate the terms (Moore, 1995; Callahan and Clark, 1982; Hewit and Whittier, 1997).

The term 'level' generally presents the level of thinking or difficulties, also the level of cognition. Bloom (1956) classified cognitive domain of knowledge in six sub-domains namely knowledge, comprehension, application, analysis, synthesis and evaluation. The first three sub-domains are considered as lower cognitive level and the rest three are of higher cognitive level. Teachers form the questions considering the domains.

Most of the studies identified that the teachers asked a lot of questions in classrooms but utmost of those questions were mostly in the low level category (Dillon, 1982; Brown and Wragg, 1993; Gall and Artero-Boneme, 1994; Wu, 1993; Yang, 2010; Ahsan, 2009; Rahman, Babu & Ashrafuzzan, 2011). The lower level questions clearly showed that teachers were not fully utilizing the range of levels (low level question, high level question, factual, empirical, productive and evaluative) and types (focusing, prompting, probing) of questions available to them (Moore, 1995; Ornstein, 1995; Nunan & Lamb, 1996; Newton, 2002).

To define low level thinking questions, Ornstein (1995) mentioned that, the questions emphasizing lower cognitive process of memorizing of facts were low level thinking questions. In contrast, high level thinking questions were those questions that went beyond memory and factual information and involved analysis, synthesis, cause-effect relationship and problem solving (Ornstein, 1995; Arends, 1997). According to the levels of questions, many scholars tried to classify the questions in different ways.

Hargreaves (1984) mentioned about three types of questions that is open questions, closed questions and half-open questions. According to his opinion, closed questions are often (but not always) factual which are of lower cognitive level. Also some other scholars like Muijs and Reynolds (2001), Cruickshank et al. (1995), Good and Brophy (1994) and Sanders (1966) opined that factual and empirical questions are low level category questions as those types of questions has only one expected answer which is drawn directly from the content of instruction and dealt directly with the information being learnt. In other word, a factual question has a fixed answer and it is lifted from the book. This is the point of difference between a factual and an empirical question. The answer of an empirical question cannot be lifted directly from the textbook (Brown and Wragg, 1993; Wragg and Brown, 2001; Moore, 1995).

Other than the closed question, open questions usually involve reasoning and judgment which consists of higher cognitive level. Productive question and evaluative question are the example of high level category questions. Productive questions are broad, open-ended questions with many correct responses. To reply to such questions, students required to link basic related information with their imagination. They also need to think creatively and to produce something unique (Moore, 1995). Questions at evaluative level requires students to make judgment about their merit or worth of some information based on some internal or external criteria set by some objective standards (Kauchak and Eggen, 1998; Orlich et al., 1994; Moore, 1995; Ornstein, 1995).

However, educators had worked a lot on a number of questions of different levels and they had classified questions in different ways. To understand the classification of questions, the classification argued by Moore (1995), Ornstein (1995), Nunan and Lamb (1996) and Newton (2002) can be a starting point. They mentioned about three types of questions like focusing question, prompting question and probing question. A focusing question is asked to tune students' attention to the task at hand and to check students' understanding of the content learnt (Moore, 1995; Newton, 2002). Prompting questions are used in the form of cues, tips; hints etc. to guide a student to provide a better answer when his initial answer is weak, partially or completely incorrect (Moore, 1995; Wragg & Brown, 2001; Kauchak & Eggen, 1998). Probing questions are used to challenge the students to think and examine their ideas and beliefs when their initial answers are lacking depth (Perrot, 1990; Moore, 1995).

Wilson's (1997) opinion can be referred here also. He identified five types of questions which were also from different sub-domains of cognitive domain.

The questions were:

- Factual Question (usually from the lowest level of cognitive or affective processes)
- Convergent Question (usually covers the area of comprehension, application and analysis)
- Divergent Question (consists of analysis, synthesis and evaluation sub-domains)
- Evaluative Question (covers the area of evaluation sub-domain. Students need to have logical and affective thinking process)
- Combined Question (These types of questions blend any combination of the above)

Also, Erickson (2007) reported about three types of questions which belonged in different sub-domains of cognitive domain. These were:

- Factual Question (usually from the lowest level of cognitive or affective processes)
- Conceptual Question (Students need deeper and required more sophisticated levels of cognitive processing and thinking)
- Provocative Question (consists of higher order cognitive level)

There are numerous types of questions and it is emerging day by day. Like, Dull & Murrow (2008) mentioned another type of questions which is dialogic question. However, studies found that teachers mainly asked lower cognitive level questions. For instance, Wong (2010) found that teachers commonly used low level cognitive questions for teaching vocabulary or confirming students' understanding.

2.4.2. Criteria of Good Question

A good question has a number of characteristics. This should be appropriate regarding the taxonomy of educational objectives (Bloom, 1956), length, wording and clarity. In highlighting the features of good question, Black and Wiliam (1998) encouraged teachers for asking thoughtful, reflective questions rather than simple or factual ones. These types of questions are from higher level cognitive domain. On the other hand, different research studies explored that low cognitive questions were common in classroom teaching-learning (Wong, 2010 & Ahsan, 2009). A good question is short, clear and unambiguous. Teachers should be very careful about asking too much easy questions. In this case, two things may happen. Firstly, students may feel it's not worth answering and another is students may feel insulted at having been asked a question with an obvious answer (TLL Library, 1995). A good question is not only a tool for assessment but also it helps a learner in many ways for him/her self-development and achievement.

Essenburg (2006) identified six criteria for good questions. These were:

A good question

- Grabs attention.
- Requires upper level thinking.
- Allows a variety of upper level responses.
- Connects course content, students' lives and a biblical perspective.
- Is essential, universal, and timeless, at the heart of learning.
- Is student friendly and short with developmentally appropriate vocabulary.

Asking good question is really important. If good questions are not used in classroom the teaching-learning become disturbed in many ways and students' benefits get hampered. Essenburg (2006), in his study, also described the results of not asking good question. These were:

Students would

- Focus on something else that grabs their attention.
- Not get enough practice using upper level thinking skills.
- Rely on teacher for right answers.
- Not connect a biblical perspective with their lives and learning.
- Not spend sufficient time considering universals.
- Not understand what teacher asked.

The educators, researchers and the scholars did not identify the levels, types and criteria of good questions only, but also they explored the techniques and strategies of asking questions properly. The following section will focus on the process of asking questions.

2.5. Process of Questioning

This section delineates the arts, strategies and techniques of asking questions in classrooms. To develop this section, the national curriculum and teacher's guides had been reviewed to identify the place of questioning and the questioning techniques prescribed there. Along with the curriculum and teacher's guide various instructions for questioning in CLT suggested by different scholars and researchers have been presented in this section.

2.5.1. Questioning in National Curriculum

The National Curriculum (NCTB, 1995) of English Teaching-Learning did not provide any direct strategies or instructions for classroom questioning, but some objectives of the curriculum were related to questioning. For example, for listening skill the curriculum had an objective like this:

- Students will be able to distinguish between the different sounds of English and recognize intonation patterns of statements and **questions** within appropriate communicative contexts.

In case of writing skill development the curriculum determined the following objective:

- Students should be able to use different punctuation and graphical devices appropriately. These include: full stop, **common question marks**, exclamation marks, hyphens, dashes, together with the use of capital letters for the start of sentence, proper nouns, **the start of question**, and for the first word in every line of poem.

The above objectives emphasized on oral and written questing and some of its features in some extents. However, no objectives related to questioning were suggested for reading and speaking skills.

Though there is few objectives related to questioning and there is no specific teaching strategies related to it, the curriculum suggested some items and grammar structures and their functions in its content parts which are related to classroom questioning. Some of the examples of such types of contents are given in the table below:

No	Items/Structures	Functions	Examples
1	Preposition of place	Asking and designing place	Where is the mosque?
2	Adverbials of time	Asking about and saying when an event took place	When did you take your SSC?
3	Adverbs of frequency	Asking and talking about habitual action	Is Paulo always early?
4	Can + can't form	Expressing ability/inability	Can you swim?
5	Can + can't form	Making request	Can I leave early?
6	Telling the time	Making inquiries	Have you got the time?

Table-1: Content Related to Questioning in National Curriculum

Though there are limited contents and instructions in curriculum about questioning, the teacher's guide of each grade in secondary level provided comprehensive discussion and instructions about using questioning in classroom teaching-learning process.

2.5.2. Questioning in Teacher's Guide

The Teacher's guide explored various purposes of using questioning in classroom context. It mentioned about "Question & Answer Chain Drill" which helped the students to concentrate properly in class activities. The teacher's guide mentioned that "Question & Answer Chain Drill" can be practiced by comprehension questions, substitution tables etc. Strategy suggested for this practice was like this:-

In a chain drill, a student (S1) asks another student (S2) a question to which S2 replies. S2 then asks S3 the next question. S3 replies and asks S4 the next questions etc. When doing chain drills Ss should ask questions across the class from front to back, diagonally etc. rather than just asking the student next to them. In this way, all the students can hear the question and any of them may have to answer it, so they must concentrate.

Teacher's guides of different grades instructed teachers to use question-answer for achieving the aims of different lessons. An example from the Teacher's Guide of Grade Six is given below:

Lesson Two of Unit One aimed to practice speaking and reading skills and also to practice present simple tense with question forms. To teach this chapter, teachers were instructed to show students a poster and to show a character of the poster namely Sabina. Then teachers were instructed to point the other characters of the poster and to ask the class who they think the other people are? So, questions were used to help students to share their ideas. Immediately after that teachers were again instructed to ask questions to the students. In this situation the teacher's guide suggested to the teachers to tell the students that Sabina's father is a farmer. Next, the teacher's guide suggested the teachers to check understanding of the students about the word "farmer". They were advised to ask questions like this:

“What does a farmer do?”

The aim of this type of question was to elicit different things a farmer does i.e. he works in field, he digs the soil etc. So, questioning was used for different purposes like checking understanding of students, eliciting information from students etc. (NCTB, 2011).

The national curriculum and teacher's guide have been prepared considering the CLT approach. Various instructions are available in the CLT approach to practice questioning effectively. The following discussion will focus on that.

2.5.3. Effective Questioning Strategies Used for CLT Approach

The skill of asking questions to students effectively is, without doubt, one of the most valuable assets of a teacher (Wood, Wood, Griffiths & Howarth, 1986 in Webb & McCandlish, 1990).

On the contrary, it is not an easy task to ask appropriate questions. Wilson (1996) defined the role of teachers as complex and challenging while conducting an assessment on students' performances. A number of educators suggested different ways for effective questioning for engaging students in teaching-learning process. As Christenbury & Kelly (1983) emphasized on the information students know. They commented that it was fruitless to question students when they did not have sufficient information or background to response adequately. After that, Wilen and Clegg (1986) suggested to use these following practices to ask questions as explored by different researchers:

- phrasing questions clearly;
- asking questions of primarily an academic nature
- allowing three to five seconds of wait time after asking a question before requesting a student's response, particularly when high-cognitive level questions are asked;
- encouraging students to respond in some way to each question asked;
- balancing responses from volunteering and non-volunteering students;
- eliciting a high percentage of correct responses from students and assist with incorrect responses;
- probing students' responses to have them clarify ideas, support a point of view, or extend their thinking;
- Acknowledging correct responses from students and use praise specifically and discriminately.

Wilen and Clegg (1986) gave importance to wait time. Later on, Anderson and Stewart (1997) also supported allowing more wait time when asking questions. According to Rowe (1974) wait time is the time teacher waits for an answer after asking a question to students. In practice, it

was found that teachers gave less wait time after asking question. Black, Harrison, Lee, Marshal & Willam (2004) found from different researches that teachers waited less than one second after asking a question. If students cannot answer within this time, teachers asked another question or answered the questions by themselves. But, the study result reported that students became more involved and response better in classroom if they were provided more wait time. In the same year, Shepard (2004) suggested for asking motivational questions. According to him, motivational questions helped learners to make them curious for learning and to learn specific topic and also encouraged further learning. Black et al (2004) mentioned about two more important ways of improving questioning effectively. One was good planning about the classes. Teacher should plan for the questioning because the teachers who do not plan their questions before lessons have the tendency to pose a series of questions which may result in random and sometimes pointless questioning (Hewit & Whittier, 1997; Wragg & Brown, 1993). Another point mentioned by Black et al (2004) was exchanging ideas and experiences about good questioning among the teachers. However, questioning session become successful when the students can participate in the question-answer activity. Students' participation in questioning and answering is also very important. Students have various perceptions towards questioning for which they sometimes show low participation in questioning. The following discussion will explore the point "Students' perception and participation in questioning".

2.6. Students' Perception and Participation in Questioning

Different studies had proved that the students are generally reluctant to participate in the classroom teaching-learning activities including questioning (Ahsan, 2009; Babu, 2010; Rahman, Babu & Ashrafuzzaman, 2011). By tradition, questioning has been regarded as the function and prerogative of the teachers (Dillon, 1982; Klinzing & Klinzing-Eurich, 1987;

Freiberg & Driscoll, 1996; Muijs & Reynolds, 2001). Generally in classroom, the teachers are found to play the role of asking questions and the students are to reply (Dillon, 1990; Wajnryb, 1992; Nunan & Lamb, 1996; Ho, 2005). The common perception is that the teachers are the “all-knowing” feeder of knowledge and the students are just the mere recipients of the knowledge. Students’ views and ideas are not considered in the classroom nor do the teachers encourage them to do so.

Researches had found that the students stopped themselves from asking questions to their teachers for a number of reasons such as they did not want to embarrass their teachers, did not want to expose their ‘ignorance’ on the issue discussed to their peers and more importantly they had not been taught or trained on the art of asking questions (Gall, 1948; Dillon, 1990; Muth & Alvermann, 1992). Moreover, the socio-cultural issue of posing questions to those in authority may be deemed to be disrespectful of them and being uncouth, deter students from posing questions to their teachers (Hussin, 2006).

Over the years the educationists had taken attempts to improve the situation. They had been trying to make the situation more communicative and interactive by ensuring students’ participation in classroom discourse (Dillon, 1982; Newton, 2002). Still, the practice showed that all students didn't participate in questioning, those who participated did not response to the teachers’ questions in a balanced way into the classroom. Ahsan (2009) delineated, when the teachers threw questions aiming all the students, the front benchers were more eager to answer than the middle and back benchers. However, the middle benchers showed interest to respond to motivational questions. It is important to engage all students in classroom interaction. The students did not feel free not only for responding to the teachers but also in case of asking questions. Williams (2010) found English learners often struggle with asking questions in the

classroom. They frequently need support to become confident questioners when confusion arises during reading. So, it is important to find out the remedies through which students can participate in teaching learning comfortably. Engaging students in questioning is not beneficial only for the students but also for the teachers. Dillon (1982) and Newton (2002) argued that listening to students' voice would help teachers to improve their teaching. In the support of their argument, an example was found from Muth & Alvermann (1992) and Jacob (1997), where they argued that when a student pose a question to the teacher to seek clarification on a topic, the teacher gets to glimpse into the students' level of thinking, which would help the teacher to adjust his/her teaching accordingly, to accommodate this need. Students also feel more confident in their learning when they are able to learn at their own pace (Hussin, 2006).

Different education specialists suggested different ways for engaging students in classroom interaction in the recent past. Boston and Carol (2002) suggested some specific ways through which teachers could engage students using questioning techniques.

These were,

- Inviting students to discuss their thinking about a question or topic in pair or small groups then ask a representative to share their thinking with the large group.
- Presenting several answers to a question; and then, asking students to vote on them.
- Asking all students to write down an answer, then read a selected few out loud.

Recently, Hannel (2009) proposed three criteria of effective questioning. These were,

- Teachers must create a classroom environment that challenges the culture of disengagement found in some classes.
- Teacher must develop expert patterns through the question they ask.
- Teacher must understand why some students may not be responsive to even well scaffolding questions.

Classroom questioning helps teaching-learning activities in many ways and it was proven from different areas of study. Researchers showed that student generated questions can support argumentation in science (Chin & Osborne, 2010) and Jo, Bednarz & Metoyer (2010) found questions facilitated students' spatial thinking (distance, direction & region). So, it is very essential to develop questioning techniques among the teachers.

2.7. Recent Research on Questioning

Over the periods, many research studies had been conducted on classroom questioning. The multitude of research on questioning focuses on various aspects of the issue leading to a variety of findings. A review of more recent research on questioning shows the range of issues available pertaining to questioning, including teachers' practice (Sahin et al, 2002), the types of questions teachers pose at different levels of schooling (Harrop & Swinson, 2003), patterns of teachers' questioning (Hamilton & Brady, 1991), higher order questioning (Ayaduray & Jacobs, 1997; McNeil, 2010), teachers' rationale for posing certain types of questions (Ho, 2005), types of questions in relation to particular teaching approaches (Koufetta-Menicou & Scaife, 2000), the relationship of question types, questioning strategies, students' attitude and patterns of interaction in ESL classroom (Wu, 1993), classroom assessment and questioning (Ahsan, 2009;

Rahman, Babu & Ashrafuzzaman, 2011) etc. Few doctoral theses had been found on questioning as well which were related to the current study. For example, Oteify (1979) conducted his study where he Analysed the use of questions among Egyptian EFL undergraduates in Egypt. In 1988, Morgan completed his study by investigating student-teachers' competence in questioning and its effect on pupils' creative response in Wales. In Asian context Ghazali (1998) conducted a study on the use of reading comprehension strategies and reading comprehension tasks to improve students' critical thinking ability in Malaysia. After eight years in 2006, Hussin again conducted a study on questioning in Malaysia. She investigated the dimensions of questioning in Malaysian classrooms. So, clearly educators had shown their constant interest to the research on various aspects of questioning. However, the presentation of this part will start with the researches on questioning types and patterns.

At the early day's research on questioning, Manson (1973) studied on classroom questioning of geography teachers where the researcher explored some theoretical bases of questioning. Types of questions got priority in that study. In the study the researcher argued that a teacher should have the skills of asking thinking questions and memory questions properly. The researcher basically Analysed two dimensions of questions, one was its intellectual process and the other was the form of knowledge consulting the content. Finally, the two dimensions were combined into a matrix and from that matrix thirteen types of cognitive questions were found. The study gave a theoretical base of questioning research but the methodological aspects of the study was not clear. The analytical description was given in the methodology part but how the researcher did selected the questions and also the teachers were not mentioned. Beyond some limitations the study identified few types of cognitive questions. Although this study was not

related to ELT but the ideas were used in different studies later and these studies focused on the types of questions used in classroom context.

Again, Hargreaves (1984) conducted a study on teacher's questions where he particularly focused on three types of questions namely open, closed and half-open questions. He collected the data through classroom observation based on the style of ethnographic observation and systematic observation. Two groups of students were taken as the sample of the study. In group A, 22 students were taken and in group B students' number was 23. Teachers asked total 69 questions to group A where 59% questions were open and 41% questions were closed. On the other hand, in group B teachers asked 89 questions where only 27% questions were open and the rest were closed. Finally, it was seen that the students of group A participated more in discussion. Though the study was interesting in its nature, the methodology was not clearly defined in the report. Number of students was clearly mentioned but the number of teachers was not mentioned. The researcher did not mention the sampling procedure as well.

After seven years of Hargreaves's study, in 1991, Hamilton and Brady conducted a research where they investigated the teachers' questioning behavior within middle school classrooms for science and social studies. They worked with two consideration regarding questioning; the first one was macro (teacher to whole class) level questioning and the other was micro (teacher to individual student) level questioning. Participants of the study were 19 social science teachers and 15 science teachers in 6th, 7th and 8th grades and had one or two special education services students mainstreamed into social studies or science class participated in the study. Data had been collected through observation and ex-post facto analysis had been conducted to reveal the findings. Findings showed that teachers did not use different questions between the content areas for either the mainstreamed or regular education students at both macro and micro levels.

Teachers asked more academic questions to mainstream than to regular students. Open or clarifying questions were asked less in number rather direct questions were asked dominantly. However, the researchers discussed the result based on the function of classroom observation and the influence of student type and curriculum content on teachers' questions. The contradictory part was that the researchers explored only three findings but the data collection methodology was too much elaborated and detailed. Moreover, in the discussion part, the researchers did not address the issue being researched. Instead of focusing the study findings, they emphasized on teacher domination of classroom time, promoting students to ask more questions and taking issues from students' perspectives. According to Best and Kahn (1986), Hitchcock and Hughes (1995) and Marvasti (2004), when the discussion happened without considering the study findings the outcomes then became questionable in terms of their validity.

However, in that time, research on types of questions gained popularity. After Hamilton and Brady's study in 1991, Wu conducted a study on questions type in Hong Kong in 1993. The focus of her study was the relationship of question type, questioning strategies, student attitude and patterns of interaction in ESL secondary classroom in Hong Kong. Wu found that the sampled four ESL teachers posed a number of questions to elicit information from the students but an overwhelming number of responses generated by these questions were restricted and not elaborated. She found that the referential and open questions were less effective to elicit response from the students whereas the display and closed questions showed success to elicit responses from the students. In order to produce longer and syntactically more complex answers Wu suggested the teachers to use appropriate question strategy like probing. The analysis and findings of Wu's study was based entirely on one video and three tape recorded lessons of four teachers attending a teacher refresher course. All the recording was conducted by a technician,

which means that Wu herself did not observe the lessons directly. Hence, she would not be able to strengthen the findings with the understanding of herself. Wu disclosed that the small sample of teachers, students and schools involved in the study and the short duration of lesson recorded between 10-15 minutes with one for 35 minutes means that generalization to a bigger population could not be made from this study.

Similar kind of research was conducted by Ho (2005) in Brunei. Ho (2005) Analysed the questions posed by three non-native ESL teachers during reading comprehension in three upper secondary schools. She also found that the teachers asked low level questions which were purposeful as well. She could overcome the limitation of Wu (1993)'s study. Wu did not observe the lessons herself but Ho herself videoed the lessons and also took detailed note. As a result, she could strengthen her findings by enriching the data with her learning from the observation. However, small case research (observing two English lessons taught by each of the three teachers) and the short duration (three weeks) means like Wu's, the findings of the study cannot be generalized for wider context.

Immediately after Ho (2005), in 2006, Hussin conducted a qualitative study on questioning for her PhD study purpose. She investigated the questioning practice in Malaysian secondary school classrooms. Particularly, she investigated teachers' knowledge and beliefs that underpin their techniques of posing and sourcing questions, the level and types of questions teachers used in English and Science lessons and the students' perception to their teachers' questions. She collected data using five instruments to ensure an effective triangulation and she adopted in-depth naturalistic approach for research. Her study had a basic difference with Wu (1993) and Ho's (2005) studies. Both Wu (1993) and Ho (2005) conducted very short-term field work whereas conversely Hussin (2006) spent long three months at field to collect data and she

focused on everyday classroom event pertaining to questioning. Though there was difference in methodological aspects but her findings were not very different from Wu (1993) and Ho (2005) studies. She also found that the teachers posed low level factual questions in both English and Science lessons. Also, teachers showed a tendency to dominate in classroom interaction. Although the findings are similar but Hussin's findings seemed more valid as she herself observed the lessons and also used five instruments to validate the findings. However, one thing was contradictory, she claimed that her study was qualitative in nature but she Analysed the data in a quantitative way where she emphasized on descriptive statistics like frequency and percentages.

Alike the previous researchers, Koufetta-Menicou and Scaife (2000) also conducted a study on questioning where they Analysed the types of questions teachers asked to determine their importance in the teaching and learning of science. The researchers selected two schools involved in the Cognitive Acceleration through Science Education (CASE) project as the sample schools of the study. They observed 19 CASE lessons and 19 regular lessons which taught both types of lessons to the same groups of students. Data was Analysed using SPSS to compare the two types of lessons. The previously mentioned studies were mainly qualitative and this study differs in this point. This was a quantitative study. Findings showed that teachers asked more questions in the CASE lessons. However, in both lessons the frequency of higher level questions was very low. The researchers did a very detailed analysis where they categorized the questions in nine groups. Another interesting finding was that there was no difference in the frequency of high level questions in both types of lessons. In the discussion part, they did not blame the programme for not having better picture in the CASE lessons rather

they argued that as the same teachers were teaching in both the groups they performed in the same ways.

More recent research conducted in Bangladesh also showed that still the teachers are following the same sorts of assessment techniques more specifically questioning. Rahman, Babu & Ashrafuzzaman (2011) conducted a study on English language classrooms' assessment and feedback practice in Bangladesh. Qualitative approach was used to collect data by using classroom observation checklists, English teachers' and head teachers' interview schedules and Focus Group Discussions (FGDs) with students. Thematic analysis was conducted to pull out the findings. Findings showed that teachers assessed the students' learning through questioning and the questions were close-ended by nature. In the classroom, teachers provided only feedback to the students and in the observation it was found that teachers gave feedback on few occasions. The researchers of the study used a number of instruments and triangulated the data properly which is very important for qualitative research in terms of the data validity. However, the researchers observed the classes and took narrative note and used a checklist as well but like other researchers on questioning, they did not videoed the lessons as a result they might lose any significant aspects relating to assessment process especially questioning.

In 2003, Harrop and Swinson conducted another research on questioning in a different way. The previous studies focused on a certain level of education but they aimed to determine the kinds of questions teachers used at different levels of education. Harrop and Swinson (2003) recorded the teaching-learning activities of ten infant, ten junior and ten secondary school teachers and Analysed these teachers' use of questions categorized as fact, closed solution, open solution, task supervision and routine. They found that almost in every level teacher used factual and closed questions dominantly. The methodology of their study was not clear. However, a

strong reflection of Galton et al. (1980 and 1999) studies were found in Harrop and Swinson (2003)'s study. It was found that Harrop and Swinson (2003) followed Galton et al. (1980 and 1999)'s process in the cases for the selection of categories of questions to observe and the training of the observer. Also, they depended on Galton et al. (1980 and 1999)'s study to obtain the findings and then to develop the discussion on findings. After that, the researchers concluded that the result of the study was closer to that of Galton's 1980's study than the later on. It is not clear to me that why Harrop and Swinson had to base their study on Galton's et al. 1980 and 1999 study when Galton and his colleagues were not the only ones researching on levels and types of questioning. Harrop and Swinson did not observe the lesson for their studies rather they trained a group of observers to observe the lesson. It was not helpful for them to strengthen their findings. However I agree with their idea that it is difficult for an observer to make a clear-cut distinction between the lower and higher order questions.

So far we have seen that researchers expressed their attention in types of questions as a whole. However, some researchers became more specific in their studies where they fixed their research problems relating to the higher order questioning.

For example, in Singapore Ayaduray and Jacobs (1997) conducted a study on learner strategy instruction in learning History. They aimed to investigate whether the students could be able to ask higher order questions and provide more elaborated responses during peer interaction. To conduct their study, they selected 32 students of two classes from five secondary schools. They followed experimental-control method in which one class was exposed to higher order questions. The questions they asked and the responses they provided during small group discussion in History lessons were recorded before and after the treatment. The other class was considered as the control group. The researchers found that the treatment class asked

significantly higher order questions and provided significantly more elaborated responses. The study could gain its objectives because the treatment group asked higher order questions and also produced elaborated response while they worked in group. I also agree with their suggestion that the teacher should ask higher order questions more in classrooms. They also suggested to promote group work because working in a group would encourage thinking among group members as students would talk and share ideas within a relaxed atmosphere. My opinion is that they are true but this is not an easy task rather the success of group interaction depends on a number of factors such as Hussin (2006) mentioned about the composition of group members, class management and topic of discussion.

One year later, in 1998, another research took place in Malaysia by Ghazali in which the attention shifted to reading comprehension. Ghazali conducted a study on high level thinking questions in Malaysia. In this study, he developed the Cogaff (cognitive-affective taxonomy). It had been adapted from Bloom (1956) and Krathwhol, Bloom & Masia, (1964)'s taxonomies of educational objectives. The Cogaff taxonomy was developed to help the teachers to design Reading Comprehensive Questions (RCQs) and Reading Comprehension Tasks (RCTs) at high level thinking. The objectives of his study were to examine the levels of thought processing found in RCQs and in RCTs designed for a reading comprehension lesson using the Cogaff taxonomy and to determine if teachers trained in the Cogaff taxonomy would use higher order RCQs and RCTs. To conduct this study, Ghazali collected data from 130 TESL undergraduates at a public university and 6 English language teachers from 3 secondary schools in Malaysia. The RCQs and the RCTs had been Analysed using SPSS according to the different levels of domains by using the Cogaff taxonomy. Study result showed that the teachers had the tendency to pose low order reading comprehension questions and they depended on the textbook heavily

as the source of the questions to be asked. In this circumstance Ghazali suggested the teachers to use higher order questions as much as possible.

The study mainly focused on the teachers; but according to the nature of the study, it is expected that there should be a place for the students to be involved in the study. However, students were not any part of the study and they had been neglected. No matter how much good the intervention is but it is students. If they were benefited, the programme could have been successful. Another point was that in order to focus on the reading comprehension tasks and questions the researcher neglected the classroom realities relating to questioning because the reading comprehension tasks and questions are very small part of the classroom questioning. Moreover, the researcher used the Cogaff taxonomy which was nothing new rather a simple combination of Bloom's and Krathwhol, Bloom & Masia's taxonomies.

Ayaduray and Jacobs (1997) conducted their study to find the answer whether the students could be able to ask higher order questions and provide more elaborated responses during peer interaction. Morgan (1988) conducted a research on questioning which is parallel to Ayaduray and Jacobs (1997)'s study because both the studies investigated the result of higher order questioning in terms of the length of learners' response and critical thinking respectively. Morgan (1988) investigated whether student-teacher who pose the largest number of higher order questions succeed in producing higher measure of creative thinking in their pupils. Another focus of Morgan's (1988) study was to compare two different methods of training students in questioning techniques through microteaching or protocol materials; he also wanted to explore the extent to which the student-teachers integrated questioning technique into their normal classroom practice during their six weeks teaching practice in junior high school classes. To conduct this study, 47 student-teachers were selected from a college of education who were

doing their teaching practice at junior secondary schools (28 student-teachers) and in infant classes (19 student-teachers). The study was conducted using experimental design with the application of various tests and task on questioning. The findings of the study had shown that some positive changes occurred in the student-teachers in terms of their knowledge, comprehension and use of various question asking practice as a result of the use of the micro-teaching and protocol materials.

Morgan's (1988) study was different because it was the only study that uses two experimental groups versus one control group. He had taken an extensive sample as well (14 schools, 28 classes, 67 students where 20 were in control group). However, Morgan emphasized on the changes found in the student-teacher in terms of their knowledge, comprehension and use of various question asking practice but particularly he did not explored whether student-teacher who pose the largest number of higher order questions succeed in producing higher measure of creative thinking in their pupils or not. Though, one major purpose of his study was to investigate this answer.

Morgan (1988), in his study, did not explore the relationship between the higher order questions and classroom interaction or the impact of higher order questions on students' participation. Ghazali (1998) had also neglected students and classroom interaction aspects because of being very specific in reading comprehension questions and tasks. However, many researchers then focused on the influence and impact of questioning on classroom interaction. Over the periods, the scholars had conducted some studies which basically explored the relationship among the questioning pattern and process with the classroom interaction.

In this regard, Edwards & Brown (1996) conducted a study where questions from both teachers and students were Analysed and questions were viewed as an agent of promoting students' learning. The findings of the study showed that improved classroom questioning strategies may contribute to the development of higher cognitive thinking skills of students. The study identified that teachers asked about 57% questions during the observation of seven days. Teachers asked questions for classroom management and lesson purpose. On the other hand, students asked questions mainly from lower level of knowledge. The findings also showed that the order of students' questions get higher when the teachers also elevate their level of questioning.

Questioning does not promote students' learning only; it also influences classroom interaction patterns as well. In Nigeria, David (2007) studied on teacher's questioning behavior and its impact on classroom interaction pattern. 20 teachers and 400 students of secondary level were the sample of the study. Classroom observation and note taking strategies were chosen for data collection purpose. The study showed that teachers asked display questions the most (85%) and less referential questions (15%). The interesting finding was that when referential questions were asked the interaction among the class decreased.

McNeil's (2010) study findings opposed the output of David's (2007) research. McNeil (2010) studied on higher order questioning and through the study it tried to explore that how students' and teachers' perception influence learning. To conduct the research, an elementary school situated in Southeast United State was selected where 500 students were enrolled during the research. Data were collected from them and most of them were the minority group. 400 questions found from class observation were Analysed and at the same time data were collected from student survey and from interview of teacher and students. The study finding showed that

asking students higher order questions benefits learning in many ways. It influenced students' test score and amount of language produced. Yang (2010) also found that asking open or referential questions helped students to produce more words.

On the same year, Yang (2010) in Hong Kong conducted a study which again focused on the types of questions used in classroom and their effect on students' response. The study sample was three pre-service English teachers and three English classes were video recorded where total number of students was 42, 34 and 36 respectively. The result of the study showed that in each class 'yes/no' and closed type questions were mostly asked. Open and referential questions were asked less. The study finding also showed that students' responses varied with the types of questions asked. When yes/no type questions were asked almost 100% responses from all three classes were based on 1-2 words. In case of closed questions more than 90% responses were given using 3 or less than 3 words. When students were asked open questions in one class it was found that about 64% responses came by using 4-9 words. Clearly the findings from Yang's (2010) study supported the result obtained from MacNeil's (2010) research. So question patterns can influence interaction. Another interesting fact was that when teachers provided feedback to students, they used more words in interaction.

The above mentioned studies identified that questioning types and levels actually influence students' interaction patterns; however, very recently, Ahsan (2009) identified that only not questioning pattern but also students' sitting position influenced students' interaction. Ahsan (2009) conducted a study on classroom assessment culture of secondary schools of Dhaka city. She collected data from eight randomly selected secondary schools and observed forty eight classes of science lesson. Data were collected through class observation and students' FGDs. The findings of the study showed that question-answer session was the second largest time

spent in classroom after class lecture but the time given for feedback was very little. It was found that when the teachers asked questions aiming all the students the front benchers were more eager to answer than the middle and back benchers. However, the middle benchers showed interest to respond to the motivational questions. Findings showed that most of the time teachers asked subject-centered questions rather than person-centered questions and the purpose of the questions was mainly to assess students and sometimes for motivating them. Most of the time, teachers asked questions from the knowledge sub-domain of cognitive domain. Ahsan (2009) found that teacher gave very less feedback but Yang (2010) showed that when feedback was available students interacted more.

The researches on questioning shows that the researchers has shown their constant research interest on the levels and types of questions teachers used in their classroom interaction and very slightly on the effect of questioning types and levels on classroom interaction. No mentionable studies were found which focused on the process of questioning or the challenges teachers faced while asking questions in the classrooms. However, a study was conducted in 1979 by Oteify where he investigated the use of questioning by Egyptian student-teacher. He followed a qualitative analysis approach to analyze the 38 English lessons. Findings of the study revealed that the sampled Egyptian student-teacher faced problem in the framing and use of English interrogative utterance especially they had problem in framing utterance, poor questioning techniques and inhibitory behavior. Findings also showed that the student-teacher had the tendency to dominate the classroom interaction and also their communication with the students was influenced by their mother tongue. Oteify argued that as the teacher and student-teacher did not receive adequate training in content and approach of asking questions during their training they faced problem to pose questions effectively. Some suggestions were found

from this study. Emphasis was given in creating awareness among the student-teachers and practicing teachers of their weakness in posing questions to their students. Oteify suggested the student-teachers to create a questioning-centered classroom instruction and for the practicing teachers he suggested to attend in-service courses from time to time to upgrade their knowledge and skill in questioning.

To summarize the studies on questioning, it can be said that classroom questioning have been being researched continuously and the researchers constantly showed their interest on few aspects of questioning. One of these aspects is questioning pattern where levels and types of questions gained attention from the researchers. Manson (1973) did his research from a theoretical perspective where he categorized the questions into few categories. The mentionable researches on question level and type were conducted by Hargreaves (1984), Hamilton and Brady (1991), Wu (1993), Koufetta-Menicou and Scaife (2000), Harrop and Swinson (2003), Ho (2005), Hussin (2006), Ahsan (2009) and Rahman, Babu and Ashrafuzzaman (2011). Ahsan (2009) and Rahman, Babu and Ashrafuzzaman (2011) did not conduct their studies on question type and level directly rather they worked on classroom assessment where questioning got importance. However, almost every study found that teachers had the tendency to ask lower level factual questions in classroom. One of the reasons for positing these lower level factual, closed and display questions was that such kinds of questions were more effective to elicit information from the students with comparing to the open and referential questions. Some of the researchers tried to identify the sources of questions asked by the teachers; and they found that teachers mainly depended on the textbook as a source of questions they asked (Ghazali, 1998; Ahsan, 2009).

Some studies focused on higher order questioning. But findings from those studies also revealed that teachers had the same tendency to ask lower level factual questions into their classroom (Morgan, 1988; Ayeduray and Jacobs, 1997; Ghazali, 1998; McNeil, 2010) as a result students did not have the opportunity to think critically.

Another category of studies was found which discussed the impact of questioning in the classroom interaction pattern. Edward and Brown (1996) found that improved classroom questioning strategies may of students. Before that Wu (1993) in her study found that students' response to their teachers' questions were restricted irrespective of the types of teachers' questions. Later on, David (2007) study again proved Wu's (1993) findings. He found that the teachers asked display questions most (85%) and referential questions less (15%). The interesting finding was that when referential questions were asked the interaction among the class decreased. However, in American context McNeil (2010) got different view. His study finding showed that asking students higher order questions benefits learning in many ways. It influenced students' test score and amount of language produced. Yang (2010) also found that asking open or referential questions helped students to produce more words. Ahsan (2009) identified that a group of brilliant students who sat in the first bench tried to dominate in classroom interaction. They tried to reply teachers' questions first. Some studies were found where the researchers suggested the teachers some ways to develop their questioning techniques. They emphasized on awareness building among the teachers about questioning (Oteify, 1979) and also suggested them to take training on questioning as much as possible (Oteify, 1979; Ghazali, 1998).

This part of the literature review covers a vast area regarding the researchers conducted on questioning. To enrich the review available literature had been included here. Questioning

except English lessons had also been reviewed sometimes as those were related to my study objectives.

2.8. Situating this Research

The summary obtained from the recent research studies had shown that there are so many differences among the existing researches on questioning in terms of focusing issues and methodological aspects.

Most of the research studies on questioning (e.g. Wu, 1993; Sahin, et al., 2000; Ho, 2005; McNeil, 2010) had only one or two objectives which meant that the researchers were very much specific in the way they wanted to conduct their research and they explored very small segment of this issue. In the contrast, there were three objectives in this study. The researcher had broadened the area of his research objectives because he wanted to explore the whole nature of questioning rather exploring the specific segment like types or level of questioning only. Research objectives focused on questioning pattern (R.Q1), questioning process (R.Q.2) and students' perception towards questioning (R.Q3).

The research reviewed in this study gave the impression that questioning types and levels had got importance to the researchers and they conducted number of studies on question types and levels (Mason, 1973; Hargreaves, 1984; Hamilton and Brady, 1991; Wu, 1993; Koufetta-Menicou and Scaife, 2000; Harrop and Swinson, 2003; Ho, 2005; Hussin, 2006; McNeil, 2010; Yang, 2010). However, as a whole the questioning pattern remained unexplored. Questioning types and levels is a small part of questioning pattern. Some more aspects are associated with questioning pattern. Hence, additionally with questioning types and levels, the current study also investigated the linkage of questions with lesson objectives, purpose of the questions,

domain of the questions, source of the questions, medium of asking questions, structure of the questions and the difficulty level of the questions (Ahsan, 2009) to portrait a complete picture of the questioning pattern (R.Q.1)

One other thing was that, no research was found which explored the questioning process in a classroom that is, how do the teachers use the questions. Oteify in 1979 explored some problems of the teachers to frame the questions and to use the medium of asking questions, Ahsan (2009) explored some aspects of questioning process; for example, selection of students for asking questions and Rahman, Babu and Ashrafuzzaman (2011) explored the feedback practiced in English classrooms. However, the process of using questions in classroom has some more aspects beyond the selection of students and feedback practice or framing the questions, those remains untouched from research. Hence, additionally the study explored the dominant questioner in classroom, offering of questions, techniques of asking questions, gender issues in questioning, seating position and questioning, level of merits and questioning, use of learners' name, eye contract, techniques of asking easy and difficult questions, timing of asking questions, wait time, learners' participation in questioning and learners' ability to response teachers' questions (Ahsan, 2009; McNeil, 2010).

Another vital gap in research on questioning is that very few researches (Edward and Brown, 1996) had been conducted where the questions from students being Analysed. Almost each study considered only teachers' questions to analyze. Researching the issues from the teachers' perspectives will not enable the researchers to see the whole pictures. Students are the inseparable part of questioning strategy. Hence they should be included as well. Also, teachers can learn a great deal about themselves and their teaching if they pay attention to what their students have to say about them (Dillon, 1982; Newton, 2002). Considering the importance of

students' role in questioning research the researcher Analysed students' questions, their participation in questioning process and their ability to answer teachers' questions (R.Q.2).

Research question 3 totally focused on students' perception. It is perceived that the students are the mere recipients of knowledge and thus their voices, ideas or opinion are not considered by their teachers in the classroom teaching-learning process (Hussin, 2006). As students had been neglected from the questioning research their perception toward classroom questioning had also been neglected by the researchers. Only two studies in USA and Malaysia had been found where the researchers explored students' perception towards questioning (Hussin, 2006; McNeil, 2010). However, this study considered the students as a vital participant and through using an opinionnaire and Focus Group Discussion their perception towards classroom questioning had been explored (R.Q.3).

In case of selecting methodology, most of the researches in classroom questioning applied experimental design in their approach, incorporating intervention into the fieldwork and complex measurements in their analysis of the findings (Morgan, 1988; Hamilton and Brady, 1991; Ghazali, 1998). Some studies were found which did not follow experimental approach of researching but the data were Analysed in quantitative way (Wu, 1993; Ho, 2005; Ahsan, 2009; McNeil, 2010; Yang, 2010). As the researcher was interested to explore the nature of questioning in English language classroom he planned to go for various kinds of data and he collected the data in a holistic approach. He was interested to find the fact and also the reasons behind the facts. Hence, it was the researcher's realization that experimental design may be inadequate to obtain information on what actually takes place in the classroom pertaining questioning. It is because experimental research incorporate various tests and calculations like t-test, Pearson product moment correlation, Spearman rank order correlation and one-way

ANOVA (Morgan, 1988) where score is important and the score does not give any explanation of any fact rather it shows a status only. In contrast, qualitative approach enables the researchers to observe events in their natural setting with no intervention or imposing researcher's values on the participants (Evertson and Green, 1986; Best and Kahn, 1986; Gay, 1996; Angrosino and Perez, 2000; Cresswell, 2011). Qualitative approach of analyzing data also helps the researchers to get insight into what actually happened in a normal classroom life concerning to questioning and give authenticity to the study (Best and Kahn, 1986; Gay, 1996; Angrosino and Perez, 2000; Cresswell, 2011). However, both types of research have some limitations and also some strength. In this situation, mixed approach research can help to explore the fact more smoothly because mixed approach research is such kind of research which take the strength of qualitative and quantitative research and at the same time omit their weaknesses (Cresswell, 2011). In these circumstances, the researcher was interested to adopt the mixed approach research methodology to conduct his research. To conduct this study, he followed the Concurrent Triangulation Strategy of mixed approach research (Cresswell, 2011). According to this strategy, the researcher collected both qualitative and quantitative data concurrently and then compared the two databases to determine if there is convergence, differences, or some combination. This comparison helped him to ensure the confirmation, disconfirmation, cross-validation and corroboration of his findings (Greene, Caracelli, & Graham, 1989; Morgan, 1998; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992).

Another issue in quantitative and experimental studies is that normally such kinds of studies have short term fieldwork. For example, in Ghazali's (1998) study, the fieldwork of three phases were carried out in three days only. However, short duration of fieldwork might be not enough to obtain 'solid' data because the data may not be the representative of what actually

happens in the natural course of the event researched. Having longer duration of fieldwork on continuous basis may enable the researcher to obtain real and authentic data. In this scenario, longer duration of fieldwork will help better to validate the findings (Best and Kahn, 1986; Hitchcock and Hughes, 1995; Marvasti, 2004). Hence, the researcher collected data through long term fieldwork.

Usually, the researches on questioning had been conducted in large scale but the researchers used one or two instruments (Newton and Newton, 2000; Koufetta-Menicou and Scaife, 2000; Harrop and Swinson, 2003; Yang, 2010) particularly classroom observation and Opinionnaire. This study was different in this part. It was a large scale study but at the same time varieties of instruments including Focused Group Discussion (FGD) was used to collect data from the students.

In terms of methodology, the study was different from many other studies, because to date the researcher did not find any study purely conducted on classroom questioning using mixed approach research methodology. In questioning research, FGD is not used usually. With the regular instruments (observation) the researcher used students' opinionnaire, teacher's interview and FGD additionally. Before this study the researcher found only two researches (Hussin, 2006; Rahman, Babu & Ashrafuzzaman, 2011) where the researchers used FGD. So in terms of instruments this study had divergence.

The researcher tried to make his study unique in terms of selecting the research questions and the study methodology. Proper conduction of the study would reveal some effective findings which would hopefully lead the teachers and the education authorities to understand the reason for which teachers' questions still not be able to elevate students' level of thinking despite

implementation of new methodologies, curricula and availability of abundance of materials' (Nunan and Lamb, 1996). Through these awareness, teachers would hopefully rectify their weakness and improve their techniques of posing questions.

2.9. Research Questions

The three research questions posed in this study are:

R.Q.1. What are the questioning patterns in English Classes?

R.Q.2. In which process the teachers progress questioning?

R.Q.3. How do the learners perceive classroom questioning?

2.10. Conceptual Framework of the study

The conceptual framework for this study had been portrayed from the theoretical discussion on questioning and the understanding of the research studies' on classroom questioning mentioned in the earlier sections of this chapter. This conceptual framework will show the components of the study and at the same time the way the researcher had followed the steps of his study from the beginning to the end. The framework is shown in the following figure:

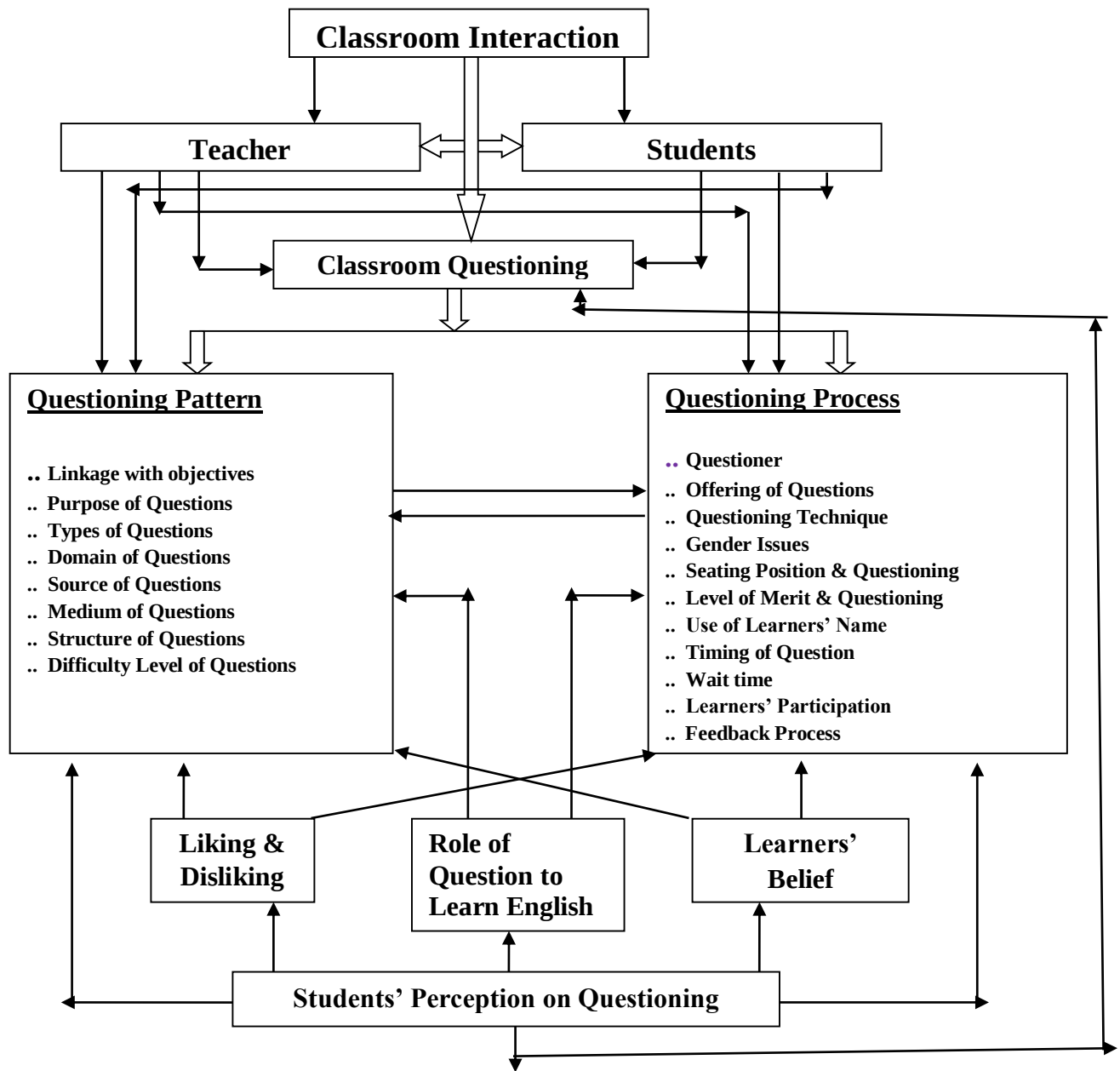


Figure-1: Conceptual Framework of the Study

The conceptual framework started with portraying the aspects of classroom interaction. Teachers and students are the two parties in a classroom and they interact together during the classroom teaching-learning. Different literatures and previous research studies had shown that “questioning” is one of the mostly used way through which the teachers and the students interact among themselves. For example, Steven, (1912) found that teachers spent more than eighty

percent of their school time by asking questions to their students. He estimated that four fifth of school time was occupied with question-answer recitation and a sample of high school teachers asked at least 395 questions per day. Floyd (1960) found that ten primary teachers asked an average of 348 questions each during a school day. Also Aschner (1961) found that questioning was one of the mostly used activities for assessing students' understanding. Twelve elementary teachers asked an average of 180 questions each in a science lesson (Moyer, 1965) and 14 fifth grade teachers asked an average of 65 questions each in a 30 minutes social studies lesson (Schreiber, 1967). Later on, Wu (1993) also found questioning as an important method of teaching which received much research attention for many years. Recent researches has also identified that questioning is vital in classroom interaction (Ho, 2005; Ahsan, 2009; Rahman, Babu & Ashrafuzzaman, 2011). So it is very clear that questioning is not any recent practice. However, the remarkable fact was that students took very little part in questioning process and also the students always had been neglected by the researchers on questioning. Most of the studies on questioning mainly focused on teachers as mentioned in the earlier part of this chapter. Inversely, the researcher was interested to include both the teachers and the students in his research.

So, the researcher has considered the participation of students in the questioning process and he has shown it in the framework using the arrows. Both in questioning pattern and questioning process, teachers and students have been included as data sources. The framework clearly shows that there are some aspects considered in the questioning pattern and questioning process. These aspects were basically the areas from where the researcher collected data to answer his research questions. He had found these factors from different literature and studies like Bloom

(1956), Wilen & Clegg (1986), Rowe (1974), Wilson (1997), Essenburg (2006), Erickson (2007), Ahsan (2009), Hannel (2009), Wong (2010) and McNeil (2010).

The researcher triangulated his findings from different sources and had presented those thematically. Hence, he had merged the findings in themes and also searched for any interrelationship among the findings. The researcher used two arrows between the questioning pattern and questioning process themes to show the relationship among them. For example, in questioning pattern, he collected data regarding questioning types and in questioning process section, he investigated how the teachers posed different types of questions and what was their opinion regarding different types of questions. Finally, the researcher merged those findings and presented under each theme.

Another vital part of this thesis was to investigate students' perception to classroom questioning. The researcher adopted the idea of perception from Wambugu, Barmao & Ng'eno (2013); Kaufman, Schunn (2011); Al Kadri, Al-Moamary & Vleuten (2009); Struyven, Dochy & Janssens (2005); Lizzio, Wilson, Simons (2002) and Kolb (1984) where they explained perception in terms of attitude and beliefs. Hence, the researcher was interested to know about students' perception regarding questioning from three perspectives like their liking and disliking regarding questioning, their beliefs about questioning and their opinion about the role of questioning for learning English. For triangulation purpose, the researcher collected data about students' perception regarding the questioning pattern and process as well and he tried to relate every aspect of perception with the questioning pattern and process which is shown by the arrows used in the diagram of conceptual framework. For example, in questioning pattern the researcher collected data regarding questioning types and in questioning process section, he investigated how the teachers posed different types of questions and what was their opinion

regarding different types of questions. In perception section, the researcher tried to know from the learners how did they felt about the types of questions teachers asked and whether those questions were helpful for them to learn English, whether they liked those questions or not and what was their beliefs regarding those types of questions. Finally, the researcher merged those findings and presented under each theme.

2.11. Conclusion

This chapter has focused on describing the history of questioning, the role of questioning in teaching-learning process, techniques of posing questions, place of questioning in ELT methodology. This chapter has also produced a report on the review of existing research conducted on questioning in global and Bangladesh perspectives. After that a summary from the review has also been developed to understand the trend on questioning research. The researcher, then rationalized the need to conduct the present study based on what was lacking in the existing literature in terms of approach, instruments and method of analysing data. In the later part, the researcher had developed a conceptual framework to show at a glance the total procedure of his study especially what he was going to do. Also the researcher had shown the relationship of the variables and factors of his study. In the next chapter, the methodology employed for the study encompassing the setting, the participant, the instruments, the procedure and the method of analysis will be discussed.

Chapter Three Methodology of the Study

3.1. Overview of the Chapter

This chapter discusses the components of the methodological aspects of the study; the research setting, participants (sample and sampling procedure of the study), instruments of the study, procedure of conducting the field work and the method of data analysis. In the instrument of the study section, each instrument (Observation, Opinionnaire, Interview and Focused Group Discussion) has been discussed in detail. Similarly, method of data analysis for each instrument is also explained in the method of data analysis section.

3.2. Setting of the Research

The fieldwork of the study was conducted in five secondary schools of Monohordi Upazilla of Narsingdi district of Bangladesh. Narsingdi is a district which is very close to the capital city, Dhaka. The schools were chosen considering a number of factors namely location, student-stuff population, students' socio-economic condition and also academic performance (Hussin, 2006). To say in detail, the schools were easily accessible from anywhere in Narsingdi town where the researcher stayed. Good road communication to the schools was available for the researcher. The schools were also deemed an ideal setting for the study, as those represented the typical secondary schools in Bangladesh with the students and teachers representing the typical secondary students and teachers of Bangladesh. The schools were co-educated where both the boys and girls studied together. Majority of the students were from the middle and lower middle classes socio-economic background. Their parents were government employees, farmers, day labourers, businessmen, and employees of private sectors, self-employed and so

on. In case of Focus Group Discussion, the students involved in the study represented the students of each merit level as they were selected considering their academic performance where the researcher ensured that equal number of participants came from the lower, mid and higher merit levels. However, in case of collecting data through opinionnaire students were selected using simple random sampling technique.

3.3. Sample and Sampling Procedure of the Study

Data had been collected from five secondary schools. As the study focused on the Junior Secondary Level, data were collected from the students of grades six, seven and eight. English Language teachers who taught in those grades participated in the study.

3.3.1. Selection of Schools and Lessons Observed

The Schools included in this study were the intervention schools of English-in-Action project. In Monohordi upazilla ten secondary schools were given intervention under the English-in-Action project. From those ten schools five were selected for the study based on the accessibility (Kvale, 1996). All the schools were the co-educated schools. All the schools were situated in semi-urban context. From each school, six English lessons were observed; two lessons were observed from grade six, two from grade seven and two were observed from grade eight. Hence, in total six lessons were observed from one school and the number were thirty from five schools. The following table shows the calculation.

Pseudo Name of Schools	Grades and Number of Lessons Observed			Total
	VI	VII	VIII	
X High School	2	2	2	6
Y High School	2	2	2	6
Z High School	2	2	2	6
P High School	2	2	2	6
Q High School	2	2	2	6
Total = 5	10	10	10	30

Table-2: Number of School and Lesson Observed

3.3.2. Total Number of Participants

Total number of participants for the study was 350. The total number of participants includes both students and teachers.

3.3.2.1. Number of Students

Students provided data on an Opinionnaire and in Focused Group Discussion (FGD). The following part explains in detail.

3.3.2.1.1. Number of Students for Opinionnaire

To collect data from the students an Opinionnaire and Focused Group Discussion Schedule were used. To response on the opinionnaire, twenty students from each grade were selected using simple random sampling technique (Babu, 2010; EiA, 2010). Hence, sixty students were selected from grades six, seven and eight from a school. So, total number of students were three hundred in case of five schools. The following table represents the students' selection calculation for the opinionnaire.

Pseudo Name of Schools	Grades and Number of Students			Total	Sampling Procedure
	VI	VII	VIII		
X High School	20	20	20	60	Random
Y High School	20	20	20	60	Random
Z High School	20	20	20	60	Random
P High School	20	20	20	60	Random
Q High School	20	20	20	60	Random
Total = 5	100	100	100	300	Random

Table-3: Number of Students for Opinionnaire

3.3.2.1.2. Number of Students for FGD

Two FGDs were conducted in each school. So, total number of FGDs were ten for five schools. Three FGDs in each grade were conducted for grade six and eight. Four FGDs were conducted in grade seven. Eight students participated in each FGD. That means total number of students participated in FGD was eighty. These eighty students were selected purposively as the researcher wanted to ensure the participation of students from each merit level (Rahman, Babu & Ashrafuzzaman, 2011). The following table shows the FGD planning of the study.

Name of Schools	Grades and Number of FGD			Total FGD	Total Participants	Sampling Procedure
	VI	VII	VIII			
X High School	1	1	0	2	8+8=16	Purposive
Y High School	1	1	0	2	8+8=16	Purposive
Z High School	0	1	1	2	8+8=16	Purposive
P High School	1	0	1	2	8+8=16	Purposive
Q High School	0	1	1	2	8+8=16	Purposive
Total = 5	3	4	3	10	5x16=80	Purposive

Table-4: Number of Students for FGD

So, total number of students participated in the study should be = Total number of students in opinionnaire + Total number of students in FGD = 300+80 = 380.

However, In FGD, respondents were selected purposively so that the representation of high achiever, mid-level achiever and lower achiever students could be ensured. Respondents were selected from the 300 selected students for opinionnaire. In case of necessity (if the expected respondents were absent in the random sampling) more 40 students were selected from out of that 300 students. Performance in final examination were considered as the standard of selecting high achiever, mid-level achiever and lower achiever students. So, total number of students participated in the study was 340.

3.3.2.1.3. Number of Teacher

In each English in Action (EiA) school, two English Language teachers were under intervention. Hence, from five schools, ten English Language teachers were selected purposively. Ten teachers were interviewed.

So total number of participants = Total number of students + Total number of teachers = 340 + 10 = 350.

3.4. The Instrument of the Study

For triangulation purpose of the study, four research instruments were used, namely classroom observation schedule, teachers' interview schedule, opinionnaire for the students and FGD schedule for the students. Since this study was a mixed approach one, the instruments were prepared in such way so that both qualitative and quantitative data could be collected. As the study was mixed approach one and the researcher investigated in-depth way using four instruments for triangulation would help to validate the findings and make them more reliable; since the findings from all the instruments would converge to inform one phenomenon: Nature of questioning in the classroom (Burgess, 1993; Cohen & Manion, 1994; Bassey, 1999; Bryman, 2001; Holliday, 2002). The description of the instruments is given below.

3.4.1. Classroom Observation Schedule

Thirty English lessons were observed to conduct this study. Findings from the observation were used to answer the Research Question 1: What are the questioning patterns of English classes? And Research Question 2: In which process the teachers progress questioning?

The researcher adopted a naturalistic approach for classroom observation to investigate teachers' and students' questioning techniques in the natural setting of the classroom (Evertson & Green, 1986; Agrosino & Mays de Perez, 2000; Hussin, 2006). To observe in this way helped the researcher to understand what actually happened in the classroom relating to questioning (Allwright & Bailey, 1991) yet being as unobtrusive as possible (Ackroyd & Hughes, 1992; Bryman, 2001) and posing no intervention with the teachers' normal way of teaching. Furthermore, applying 'focused whole-class observation' (Marriott, 2001) enabled the researcher to be 'covert': not to reveal exactly what he was looking for in the observation. The researcher took detailed note of the classrooms' activities observed. Additionally, having a checklist of criteria to observe helped the researcher to stay focused on aspects he wanted to investigate in the study: levels, types, teachers' way of sourcing questions, medium of asking questions, respondents, students' participation in questioning process, wait time and the feedback process (Christenbury & Kelly, 1983; McIntyre & McLeod, 1986; 1979; Gold, 1997; Angrosino & Mays de Perez, 2000; Hopkins, 1993; 2002; Coral, 2002; Esenburg, 2006; Ahsan, 2009; Hannel, 2009; Babu, 2010, McNeil, 2010, Jahan & Jahan, 2008).

3.4.2. Teacher Interview Schedule

The interviews were conducted with ten English Language teachers. Data obtained from the interviews were used to answer the Research Question 1: What are the questioning patterns of English classes? ; And Research Question 2: In which process the teachers progress questioning? Using qualitative interviewing with these teachers enabled the researcher to gather in-depth information about teachers' knowledge and beliefs on questioning (Arksey & Knight, 1999; Sahin et al, 2002; Marvasti, 2004); their knowledge of levels and types of questions and the taxonomies available in the field of education, their knowledge and beliefs

that underpin the way they sourced the questions used in lesson, the way of asking questions and the feedback process. Additionally, the researcher also tried to seek clarification for teachers' techniques of questioning, which means for teachers to rationalize why they do things the way they do (Merriam, 1988; Christenbury & Kelly, 1983; McIntyre & McLeod, 1986; 1979; Gold, 1997; Agrosino & Mays de Perez, 2000; Hopkins, 1993; 2002; Coral, 2002; Esenburg, 2006; Ahsan, 2008; Hannel, 2009; Babu, 2010, McNeil, 2010, Jahan & Jahan, 2008).

There were twenty eight semi-structure interview items which served as the interview guide (Kvale, 1996; Krueger & Casey, 2000) and formed the framework for the interview (Nunan, 1992). The researcher asked necessary sub-questions to help the participants understand the questions. The researcher included open-ended and structured questions in the interview schedule. The structured questions helped the respondents to stay on task and the open-ended questions allowed them to express their ideas and opinion regarding questioning (McCracken, 1988 in Mertens, 1988). The interviews were conducted after the English lessons conducted by each teacher. The critical incidents and remarkable events of classroom activities were also raised in the interview for asking opinion and clarification from the teachers.

3.4.3. Focused Group Discussion (FGD) Schedule

Ten FGDs were conducted with the junior secondary level students participated in the study. In each respondent group of the FGD, eight students participated where four of them were boys and the rest were girls. The FGDs were conducted to answer the research question 1: What are the patterns of classroom questioning; Research Question 2: In which process the teachers progress classroom questioning? And Research Question 3: What are the students' perceptions towards questioning? FGDs were used to elicit students' perception, feelings, attitude and ideas

pertaining to their teachers' questioning (Vaughn, Shay, Schumn & Sinagub, 1996; Morgan, 1997; Marshall & Rossman, 1995; Silverman, 1999; Krueger & Casey, 2000). In FGDs, students were also asked about the assessment practice in classrooms, use of questions for assessment purpose, types and levels of questions, sources of questions, difficulty level of the questions, process of questioning, wait time, feedback practiced and their participation in questioning (Merriam, 1988; Christenbury & Kelly, 1983; McIntyre & McLeod, 1986; 1979; Gold, 1997; Agrosino & Mays de Perez, 2000; Hopkins, 1993; 2002; Coral, 2002; Esenburg, 2006; Ahsan, 2008; Hannel, 2009; Babu, 2010, McNeil, 2010, Akter & Jahan, nd). The findings from the FGDs were used to authenticate the findings from the classrooms observation, students' opinionnaire and the teachers' interview schedule. Students in FGD were selected purposively. The researcher chose the respondents in such way so that the group contained the students of high achievers, mid-level achievers and the lower achievers. Their academic achievement was the indicator of the selection.

There were seventeen agenda in the FGD schedule and the agenda were presented to the respondents as semi-structured questions with few sub-questions for each question so that the researcher could obtain in-depth information from the participants (Patton, 1990; Morgan, 1997; Mertens, 1998; Fielding and Thomas, 2001; Krueger & Casey, 2002) yet had flexibility of questioning (Hitchcock & Hughes, 1995). Elaborating the structured questions helped the respondents to stay on task and the open-ended questions allowed them the freedom to express themselves on the issues (McCracken, 1988 in Mertens, 1988).

The FGD session was conducted in Bangla (the local language) as the respondents felt comfortable to continue in Bangla.

3.4.4. Opinionnaire for the Students

Students are important respondents of the study. An opinionnaire was prepared for the students. A five point (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) scale was used to gather students' response. The opinionnaire had been developed to gather students' opinion against the Research Question: 1, which investigated the data regarding questioning pattern (Savignoon & Wang, 2003; Ahsan, 2009); Research Question: 2, which focused on questioning process (Savignoon & Wang, 2003; Ahsan, 2009) and the Research Question: 3 which highlighted the perception of students towards classroom questioning (Wiles, 2001; Adedoyin, 2010 & McNeil, 2010).

3.5. Procedure

3.5.1. The Pilot Study

Four instruments namely classroom observation checklist, teacher's interview schedule, students' Opinionnaire and the FGD schedule were piloted at a secondary school of the same project. The teachers and the students represented a sub-sample of the intended study population (Anderson & Burns, 1989; Arksey & Knight, 1999) because all the respondents participated in the study practiced same kind of teaching-learning as the intended participants of the study.

The pilot study was conducted to determine the appropriateness of the contents of the instruments, whether the questions were clear, unambiguous and easily understood by the participants, the likely range of responses to a question and the time frame to conduct the interview; and the format of the question (Anderson & Burns, 1989; Ackroyd & Hughes, 1992; Nunan, 1992; Arksey & Knight, 1999). The pilot observation was used to check appropriateness of using the observation and whether the lesson observed would yield data relevant to the

research questions. After obtaining the permission from the head master to pilot the study at school, the observation session was conducted first. After the classroom observation the English teacher was interviewed. In next day the students' opinionnaire was piloted first and after that FGD was conducted with the volunteered students.

The classroom observation session was video recorded and transcribed later. Similarly, the interview and the FGD session was audio recorded and transcribed later. Data obtained from the video transcription of the classroom observation indicated that the researcher would be able to get the data he expected from observation: levels and types of questions, source of questions, wait time, students' participation in questioning, feedback process practiced in classroom etc. the researcher took narrative observation note and also filled a checklist. To fulfill the checklist, the researcher took help from the classroom video so that he could have the actual data. These findings had validated the observation schedule for use in the actual study. Teachers could answer most of the questions adequately in the interview. However, some questions were repeated questions which brought the same sorts of data. The researcher reduced the questions and some questions were difficult to understand for the teachers, the researcher also changed those questions with proper and comprehended wording. In the opinionnaire, students felt problem to understand some statements. Especially, some of the Bangla words I used were not comprehending to them. The researcher changed those words aligning their level of understanding. For the FGD, the respondents had a tendency to agree with the ideas given by their friends in the group and they communicated both in Bangla and English to respond to a question. Thus, the researcher had to find a way to improve this in the actual FGD to make the participants more 'open-up', express their own ideas and not just nodding agreement to others'

viewpoints. Based on the findings in the pilot study too, the researcher would maintain the time allocation for the teacher's interview at 40 minutes and for the FGD at 45-50 minutes.

3.5.2. The Actual Fieldwork

The researcher had to conduct a field work for approximately one month. In this time period, he collected both qualitative and quantitative data. To collect the data from each school, the researcher had to work four consecutive days there. The data collection planning and schedule varied depending to the context of the schools and the availability of the respondent teachers. However, the following work schedule was followed in a school. It has been presented in the table below:-

Day	Classroom Observation	Teacher Interview	Students' Opinionnaire	FGD
Day-1	VI	-	20+20+20=60	-
Day-2	VI & VIII	-	-	1
Day-3	VII & VIII	1	-	-
Day-4	VI	1	-	1
Total	6 Observations	2 Interviews	60 Opinionnaire	2 FGDs

Table-5: Sample of Field Work Plan in a School

The field work was conducted in the following order: the classroom observation, the teacher interview, students' opinionnaire and the FGD with the students. Collecting the data in this way helped the researcher not to disclose the focus of his research (questioning in the classroom).

As the schools were the schools of English-in-Action project, the researcher was previously introduced to the school because he worked in those schools as a researcher of the project. The

researcher did not face mentionable challenges to conduct the field research. Now the following part will focus on how the researcher conducted his data collection activities in each school.

On the first day of the field research, the researcher reached the school before the starting of school hour. Before going to the school the researcher communicated with the Head Teacher and the English teachers over phone. After reaching the school the researcher greeted the head teacher and the other assistant teachers. The researcher gave the Head a request letter from his supervisor to permit him to conduct his research in the school. He described the purpose of his research to the Head and also shared his day's activities and the activities of the next consecutive days. After the conversation with the Head the researcher met the English teachers individually, explained them about the study in general, how they were going to be involved and requested for their permission to observe their English lessons. The researcher did not inform them the actual focus of his study (questioning in the classroom) and the number of instruments he was going to use in the study. The researcher planned to set a video camera in the classrooms so that he might get the actual condition of the lessons. The teachers agreed to participate in the study and also permitted the researcher to use the video camera. They provided the researcher their time table. The teachers took the researcher in the English classes and introduced him with the students. In each lesson the researcher explained to the students about his presence, the nature of his presence (quiet, unobtrusive). He made his seating arrangement (a chair at the back center of the room). The researcher set his video camera beside him so that he could move the camera to necessary direction. The video camera did not hamper the natural setting of the lesson because the students were previously oriented and habituated with the video recorded lesson. The researcher sat at the assigned seat and he was as unobtrusive as possible, observed the whole lesson and made the necessary notes (Bryman, 2001; Marriot, 2001). Each

observation session lasted 35 minutes and was video-recorded. Enough memory and charge were ensured before running the video and the researcher tried to place the video in such a position of the class so that it remain hidden from the students. The researcher observed a huge amount of lessons because some of the lessons did not yield the data he wanted (questioning). This happened when the class was given group discussion or essay writing.

The individual teacher interviews were conducted with the ten English Language teachers of the sample schools. The researcher conducted the interviews after observing the English lessons of each of the teacher. Beside the items of the interview schedule, the researcher also discussed the critical or interesting events of the classroom activities. The researcher did not face difficulties to conduct the interviews. The teachers were available as they were informed earlier and they were very cooperative as the researcher could build a good rapport with them. The researcher worked with them for two years. The interviews had to be done only after the observation sessions were completed, to avoid revealing the focus of the study to the observed teachers. All the teachers chose the venue and the time convenient for them to be interviewed. The interviews were recorded and the duration of each of the interview was 35-40 minutes.

Students' opinionnaire was provided to the students of grade six, seven and eight. Twenty students were selected randomly from each grade. Hence, total sixty students were selected from three grades in a school. With the help of the Head and the English teachers, the researcher could manage a free room in the schools where he accommodated those sixty students to respond against the opinionnaire. In each bench of the room, three students from three grades sat together and filled the opinionnaire. Before providing the opinionnaire, the researcher announced the instructions to respond against the opinionnaire before the respondents. The researcher ensured that no respondents were copying from the next one. Respondents were

allowed to ask questions in case of not understanding anything from the statements of the opinionnaire. The respondents were given 40 minutes to complete the task which they agreed during their leisure period.

The FGDs sessions were conducted with ten groups of students from five schools. Three FGD sessions were conducted with the students of grade six, four sessions were conducted with the students of grade seven and three sessions were conducted with the students of grade eight. The students chose their lunch hour to participate in the FGDs. The venues were arranged by the English teachers. They selected quiet and empty room to conduct the FGDs. Each group of students was properly instructed about the procedure of the FGD: to take turn in answering the questions, to speak into the tape, and to mention their name before responding to a question (to help the researcher to identify them in transcribing the interview, later) and the participants were encouraged to express their ideas and opinions freely (Hussin, 2006).

The documents relevant to the study were collected from different libraries and websites. The Junior Secondary Curriculum, Teacher's Guides of different grades were collected from the libraries and the Researcher photocopied those. On the other hand, the textbooks of grades six, seven and eight and other literature on the techniques of classroom questioning had been collected from the virtual resources available. Before accepting any resources from internet, the researcher strictly verified the authenticity of the sources. The researcher did not face difficulties in collecting the printed documents as the librarians were cooperative. In case of collecting documents from websites, the researcher got benefits from Dhaka University as they managed to access to some rich sites for their students. Also, the Open University (UK) colleagues of the researcher helped him to access some renowned sites and to collect the documents necessary.

3.6. Methods of Data Analysis

This section discusses the methods applied for analyzing the data obtained from different instruments (classroom observation, teacher's interview, students' opinionnaire and FGDs).

3.6.1. Classroom Observation

The video recorded observation sessions were transcribed in full. The data derived from the observation sessions were used to analyze the patterns and process of classroom questioning. Initially, the questions in the observation transcripts were identified in context considering three broad categories; academic, non-academic and pseudo questions (Hamilton & Brady, 1991; Harrop & Swinson, 2003). However, the questions used only for academic purposes were considered to analyze for the study (Hussin, 2006). Around three hundred questions from thirty lessons were Analysed.

The levels, types, sources and process of questioning were Analysed from the full transcription to ensure the analyses were done in context. Necessary statistical treatment (percentages) was used and excerpt from the real observation session was used where necessary to portrait the actual scenario.

3.6.2. Students' Opinionnaire

By using this instrument, Students' opinions regarding questioning were collected in a quantitative way (McNeil, 2010; Savignon & Wang, 2003; EIA, 2010). The students opined using a five-scale checklist. The data derived from this instrument were Analysed using statistical package namely SPSS-17. Descriptive statistics like percentage was used to analyse the data.

3.6.3. Analysis of Interviews (Teachers' Interview & Focus Group Discussion)

The analysis of data derived from teacher's interview and FGDs was similar because basically these all were interviews, except that in the final stage of analysis, the data from the focused group interviews were considered collectively (Bloor, Frankland, Thomson & Robson, 2001; Hussin, 2006). The researcher conducted thematic analysis approach using triangulation which has been discussed in the following paragraph. The qualitative data obtained from the teacher's interview and FGDs were coded according to the sub-themes and this represented the data reduction stage (Miles & Huberman, 1994; Coffey & Atkinson, 1996) which involved rephrasing the main sense of what is said into a few words (Kvale, 1996; Miles & Huberman, 1994) to make them manageable for interpretation (Arksey & knight, 1991; Newman, 2000).

Codes indexed in the transcripts within the same sub-themes were grouped together and reorganized to give a coherent idea of the sub-themes. For individual teacher's interviews, salient points for the sub-themes were discussed in the analysis. For the FGDs common codes among the groups were tabulated and assigned numbers to denote the number of participants within a group who concurred on similar ideas; and these were discussed in the analysis (Hussin, 2006)

Relevant excerpts from the transcripts were incorporated in the analysis to substantiate the points, showcase the sub-themes and to give thick description to the analysis (Seale, 1999; Holliday, 2002; Bryman, 2001; Hitchcock & Hughes, 1995, Hussin, 2006). The excerpts are shown in quotations.

3.6.4. Triangulation and Thematic Analysis Approach

To answer the research questions, the researcher collected data from different respondents (students and teachers) which ensured the data triangulation (Denzin, 1978; Begley, 1996) of the study. Also, to collect the data, the researcher used various methods like observation, interview and using check list. All the methods were used to collect data to explore one broad theme “Nature of Questioning”. Hence the researcher applied the methodological triangulation (Denzin, 1978; Mitchell, 1986; Bums & Grove, 1993) as well for the study. The triangulation tasks of the study were applied under different themes and sub-themes.

The researcher started the analysis task with the classroom observation findings. The researcher identified the two major themes namely pattern of classroom questioning and the process of classroom questioning. Under these two broad themes, the researcher found sub-themes like; linkage of questions with lesson objectives, purpose of the questions, types of the questions, domains of the questions, sources of the questions, medium of asking questions, structure of the questions, difficulty level of the questions, the questioner, offering of questions, techniques of asking questions, seating position and questioning, level of merit and questioning, techniques of asking easy and difficult questions, wait time and so on.

Themes generated from the teacher’s interviews, students’ opinionnaire and FGDs that were similar with those in the classroom observation were merged into the sub-themes of the classroom observation. The new themes derived from the data were addressed as well. The following diagram portrait the thematic analysis and triangulation process at a glance.

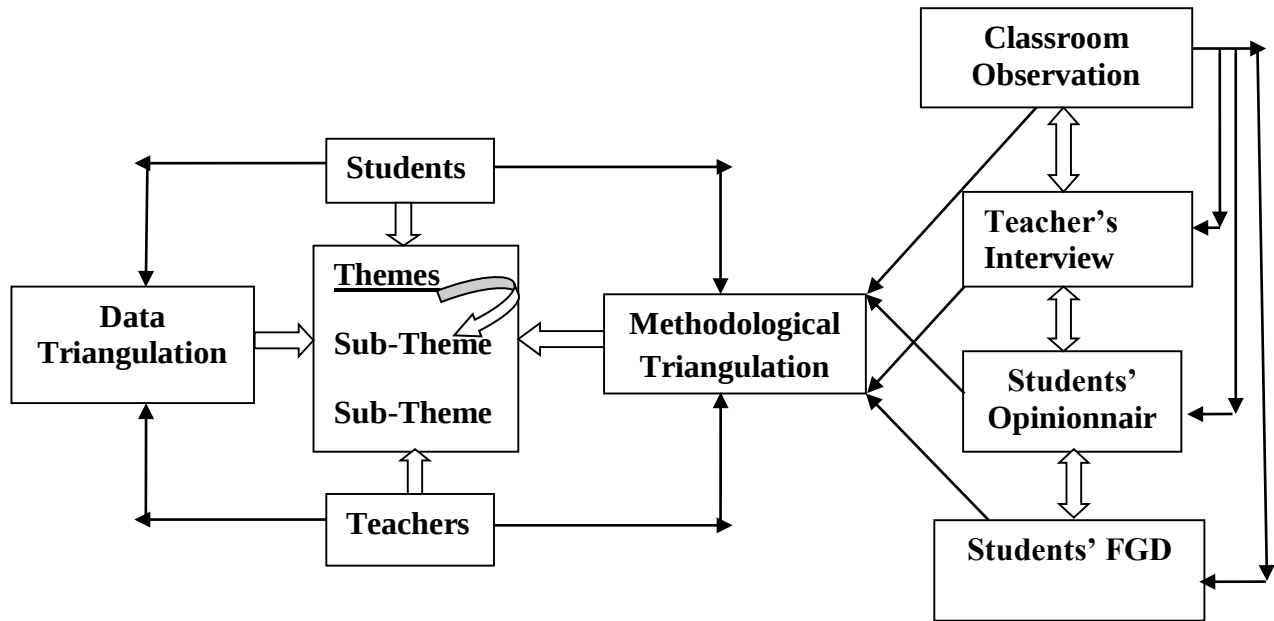


Figure-2: Thematic Analysis and Triangulation Mechanism

Different data collection methods came to a point to form the methodological triangulation. The arrows are showing the interrelationship among the data collection methods. In another side of the diagram, the data triangulation methods has been shown which is displaying that the sources of data e.g. students and the teachers. These two parties have strong relationship with the methodological triangulation as the data collection methods were used to collect data from them. The arrows have shown the relationship as well. Finally, the themes and sub-themes have been indicated. These are emerged from the data triangulation and methodological triangulation.

3.7. Ethical Consideration of the Study

Ethical consideration is an important issue for any research. To conduct this study the researcher maintained a number of ethical regulations. The following section will present the ethical aspects maintained to conduct this research.

- During literature review the researcher paid concentration to evade plagiarism. Researcher used direct coding, paraphrasing or summarizing to use documents. In doing so the researcher properly referred the authors in the in text and out text citation.
- Ethical factors were strongly maintained in data collection period. Researcher took consent from every institution before data collection. A consent letter from the thesis supervisor was given to the head of the institution where the title and purpose of the study were clearly written.
- Researchers also took permission from the English teachers and students before collecting the data. The respondents were free to withdraw themselves anytime from taking part in the study.
- Time schedules for class observation, teacher interview, providing opinionnaire and FGD were fixed according to the appropriate time of the schools, teachers and the students. The researcher did not create any kinds of disturbance or pressure on the regular schedule of the schools and the respondents.
- Researcher explained the purpose of the study clearly to the respondents. He also ensured that, the data would be used for the research purpose only and the name of the respondents would be kept confidential.
- All the respondents were treated in similar way without having any biasness to any of them.
- Researcher did not provide own opinion or did not make any judgment while collecting the data. The researcher was careful about his role and he tried not to influence the respondents or interrupt the natural settings of the classroom and school.

- Manipulation of data was strictly denied during data collection. Accuracy of data was checked while data processing. Data were checked and rechecked by the respondents. Finally with full confidence and faithfulness the study was conducted but without biasness.

3.8. Conclusion

The chapter has discussed the methodology of the study encompassing the setting, participants, instruments used, procedure and method of data analysis. The next chapter (Chapter-4) is going to delineate the analysis and findings of the study.

Chapter Four

Analysis and Presentation of Data

4.1. Overview of the Chapter

This chapter analyzes the data collected from different sources by using different methods in order to answer the three research questions of the study. Data had been Analysed directly under the research questions. Various themes emerged for each research questions according to the nature of the data. The analysis started with answering the research question-1 which explored the questioning pattern of English classes (4.2.). After that, data for research question-2 were Analysed which presented the process of classroom questioning (4.3.). Finally, research question-3 were answered which focused on the students' perception about classroom questioning (4.4.).

4.2. Research Question: 1

What are the questioning patterns of English classes?

Before explaining the patterns of teachers' and learners' questions, the researcher found it helpful to explore the status of questioning in general assessment process practiced in English language classrooms and also teachers' knowledge on questioning.

4.2.1. Place of Questioning in Assessment Process

Data showed that question-answer occupied an important place in the general assessment process of English language classless. From the lesson observation, it was seen that the teachers asked too many questions to the learners and those questions had different dimensions and nature which will be discussed in the following part of the report. Teachers opined about the use of questions in classroom teaching learning. According to their opinion, questions helped to grab learners' attention and it also helped them to identify those learners who were attentive

and could understand the lesson. Teachers believed that questions determine whether the learners could follow and understand the lesson. Based on the response from the learners, teachers could measure how much successful the teaching was. In this regard, one of the sample teachers uttered the following statement:

".....Yes I do ask questions in my classrooms. I ask questions to understand whether they could understand the lesson I delivered or not. Through asking question I want to realize that whether they could meet the purpose of the lesson or not. If I ask them short questions I can understand that whether they were attentive to my lesson or not. If they can answer my questions I can understand that they have understood the lesson and at the same time they were attentive to my class. If they can't I came to decision that my teaching needs to be revised."

Teachers mentioned in the interview that asking questions was an inseparable part of their teaching-learning and they asked too many questions for assessment purpose and for developing easy relationship with the learners as well. Keeping solidarity with the teachers' voice, almost 100% learners, in the Opinionnaire, also reported that their teachers asked them questions in the lesson. In the focused group discussion, learners mentioned how their teachers asked them questions and how questions engaged them in teaching-learning processes. In FGD, learners told that,

".....After delivering a lesson teachers ask us questions. Teacher asks questions to all and sometimes instructs us to ask questions to each other when we do group work. In this way we identify the participant who could not understand or learn the lesson"

Clearly, it was found that teachers asked questions to the learners and sometimes engaged the learners in the questioning process to ask questions to each other, though participation of learners in asking questions was very rare. So, with references to the data gathered from different sources, it was clear that questing was one of the mostly used assessment strategies in

classroom. Now, the following discussion will keep light on the pattern of questions asked by the teachers and learners in the classrooms.

4.2.1.1. Teachers' Training on Questioning

Ten English language teachers were the sample of this study. Of the ten teachers, nobody had any formal training on classroom questioning. All the teachers took Continuous Professional Development (CPD) training on different subjects for various durations. Some of the teachers mentioned that they got some management training from the National Academy for Educational Management (NAEM). However, the teachers got training on English Language Teaching Learning from the project English in Action (EIA). From the training programme, they came to know so many teaching aspects but particularly they did not receive any training on classroom questioning. However, according to their opinion, the training they got from EIA was the best training ever in their life. One teacher in interview told that,

“...EiA training programme is an excellent opportunity for an English teacher. I am feeling lucky that I have been engaged here. This training has improved my teaching in many ways. Now, I feel more comfortable to teach in my class and now a day's my students also participate more. Also my speaking has improved a lot”

Teachers mentioned that EIA had trained them on the overall teaching-learning activities. However, they did not receive training on classroom questioning particularly from any formal training session.

4.2.2. Pattern of the Classroom Questioning

The pattern of questioning was one of the prime concerns of the study. Data related to questioning pattern had been collected through direct class observation, teachers' interview, students' focused group discussion and students' opinionnaire. After compiling all data, some themes had been found relating to questioning pattern. Hence, thematic analysis approach had

been adopted to analyze the questioning pattern of the English language lessons. The following part presents the questioning pattern observed.

4.2.2.1. Linkage of Questions with the Lessons' Objectives

For every observed lesson teacher determined some objectives. The noticeable scenario was that in very few lessons, teachers described those objectives to the learners. Most of the lesson objectives were known while interviewing the teacher. However, teachers tried to ask questions keeping the lesson objectives in mind. Almost 73% of the questions were related to the lesson objectives. The following diagram is showing the percentage of questions linked with the lesson objectives.

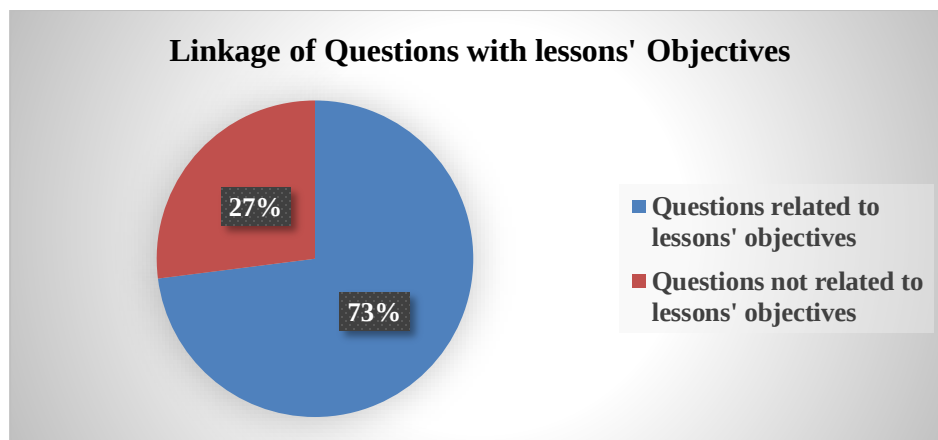


Figure-3: Linkage of Questions with Lessons' Objectives

Some examples can be presented here from the classroom observation. Teacher taught "Sabina's Family" in an English lesson of grade seven. Teacher wanted his students to describe about their own families according to the description of Sabina's family. Teacher asked questions to the learners about their family which basically reflected the lesson objectives earlier teacher took.

The conversation between the teacher and the learner was as follows,

Teacher: Dear learners, so far we have talked about Sabina's family. Now I want to listen from you about your family. Shajeda, how many members are there in your family?

Shajeda: There are five members in our family. My parents and two brothers.

Teacher: What do your brothers do?

Shajeda: Both of them are students of Nurpur High School.

From the example it was clear that teacher tried to elicit information from the children about their own family which was his objectives for the lesson. Moreover, teacher asked many questions which did not match with the lesson objectives and such sorts of questions were almost 27% of the total questions. Teacher asked those questions either for motivating children or for further probing of any ideas or for providing some more information to the children. For example, in one lesson teacher taught about the proper use of article. His aim was to assess whether learners could use article properly or not. He provided some questions to the children. After the response from the learner, teacher asked further questions which was totally different from article. The following extract can visualize the scenario.

Teacher: Towhid, use appropriate article in the sentence; Dhaka is-----capital of Bangladesh

Towhid: The.

Teacher: What kind of sentence is this?

Towhid: Assertive, Sir.

Teacher: Okay. Thank you.

So, teachers asked questions and most of the time those questions were related to the lesson objectives and sometimes those did not match with the objectives. However, teacher asked those questions with some purposes. The purposes teacher determined for asking questions are explained below.

4.2.2.2. Purpose of the Questions

After analyzing the questions it had been explored that teachers asked questions to the learners mainly for three major purposes. These were assessment purpose (72%), motivational purpose (12%) and warm up purpose (16%). Among these, the teachers asked most of the questions for assessment purpose which had been shown in the following chart.

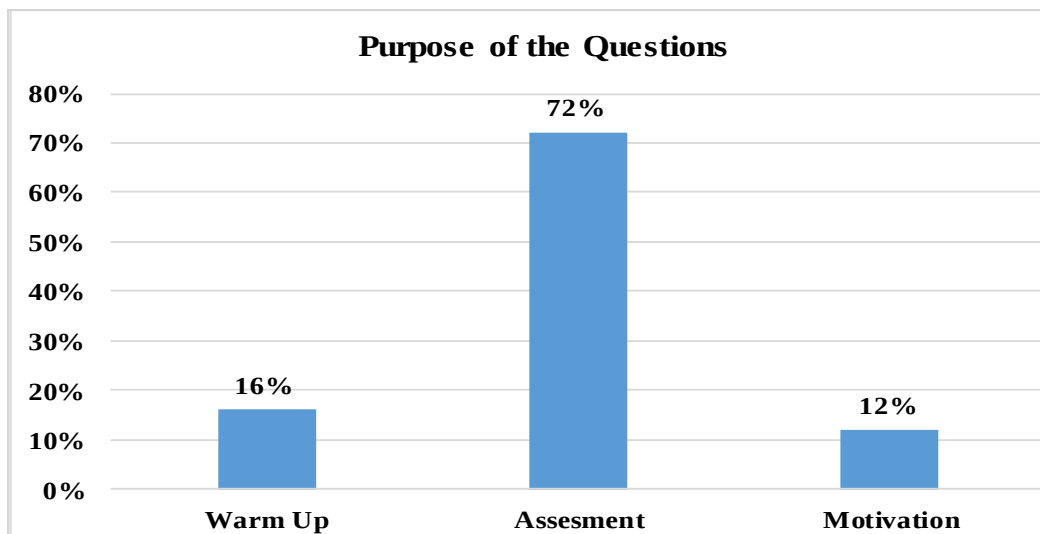


Figure-4: Purposes of Asking Questions

The descriptions of purposes of asking questions are given below.

4.2.2.2.1. Warm up Purpose

From classroom observation it was seen that teachers did some warm up activities before starting any lesson. In interview, teachers reported that these activities helped the learners to get into the mode for receiving the lesson. Warm up activities included greetings and judging prior knowledge of the learners about the lesson. For both sorts of activities, teachers used to ask questions to the learners. About 16% of the total number of questions were asked for warm up purpose.

In case of exchanging greetings teacher asked questions to the learners in the following way.

Teacher: Good morning students. How are you?

Ss: Good morning, teacher. We are fine, and you?

Teacher: I am fine too. Thank you.

Teachers also asked questions for judging prior knowledge of the learners. For example, once in grade seven, teachers taught a lesson namely "At the Zoo". Before starting the lesson, teacher asked some questions to the learners to know whether they had any prior knowledge about the zoo. The question-answer session was as follows:-

Teacher: Dear students, have you ever been at the zoo?

Ss: Yes, sir. (some of them replied)

Teacher: Do you know where our national zoo is?

Ss: In Dhaka.

T: What did you see at the zoo?

Ss: Tiger, lion, birds, snakes....

Teacher: Yes, today we will read about a zoo. Okay?

Ss: Yes, sir.

These questions helped the learners to be prepared mentally for receiving the lesson delivered by the teacher. So, clearly, questions worked as an ice-breaking agent to warm up the learners.

4.2.2.2.2. Assessment Purpose

Almost every teacher reported that they could understand whether their lessons were going well or not by asking questions to the learners during the lesson. When learners could answer correctly teacher could understand that they were attentive and could receive the message from the teacher and peer. 72% of total number of questions was asked for assessing learner's directly. These questions were asked either from the home work or from the current lesson. Teachers asked those questions to assess the learning. As in one lesson, teacher taught "A

Blacksmith". After delivering the contents, teacher asked the following questions to the learners to assess their learning.

Question 1: What is a blacksmith?

Question 2: What does the blacksmith do?

Question 3: How does the blacksmith look like?

Teacher thanked the learners if they could respond correctly; on the other hand, sometimes teacher asked some more questions to those learners who could not reply. The purpose of those questions was to motivate learners for further response.

4.2.2.2.3. Motivational Purpose

Some questions from teachers basically motivated the learners to the lesson and encouraged them to try another effort towards the correct response. These were motivational questions. From observation, it was found that teachers did not ask so many motivational questions to the learners. The percentage of motivational questions was only 12% of total number. Once in grade eight, teacher taught a paragraph "Our School". To motivate the learners towards the paragraph teacher asked some questions in the following way -

Teacher: Do you like your school?

Ss: Yes, sir.

Teacher: Okay, how will you feel if we read about your school?

Ss: 'darun hobe sir' (It will be fantastic, sir)

Teacher: Do you want to learn about your school?

Ss: Yes, sir.

Teacher asked many questions related to the school. One girl provided a wrong information in the reply of a question. Then teacher asked her another question which encouraged the girl to reply the previous question correctly. The following classroom talk can portrait the scenario.

Teacher: In which upazilla your school is situated

S: In Narsingdi

Teacher: Think again.

S: remain silent

T: In which upazilla you live in?

S: In Monohordi

T: Can you now reply correctly?

S: umm, yes it is in Monohordi.

T: Thanks. Sit down.

In the two above cases, it had been explored that teacher asked some questions not to assess but to engage the learners through motivating to the lesson.

4.2.3. Types of the Questions Asked

Almost 99% of the learners reported that teacher asked questions in classes' regularly, also the teachers in interviews mentioned that they asked different types of questions to the learners to facilitate or to assess their learning. The questions teachers asked could be categorized in three broad classes; open questions, closed questions and yes-no questions. Data revealed that teachers asked the close questions most (55%), 40% of the questions was yes-no questions and only 5% of the questions was open questions. The following chart is showing the scenario.

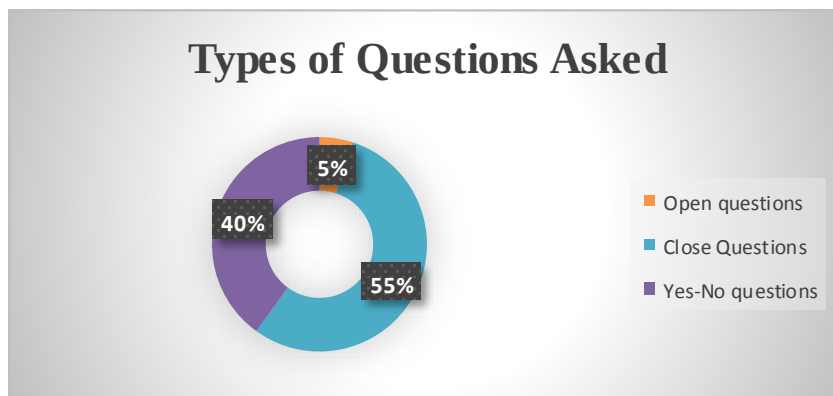


Figure-5: Types of Questions Asked in the Class

Administration of those questions in classroom and their examples are presented below.

4.2.3.1. Open Questions

Open questions are those questions for which learners need to reply elaborative and there is no fixed answer of one or two words. In focused group discussion, learners mentioned about some questions and termed those questions as “Narrative Questions”. Those were basically the examples of open questions. They provided the following example as such type of questions.

Question: How will you take preparation for JSC exam?

Observed data from classroom showed that in real classrooms teachers asked very few open questions. Percentage of open questions was only 5% of total number of questions. In one lesson, teacher taught about "National Memorial (Jatio Smriti Shoudho)". Some open questions were found there from teachers.

The questions were,

Question: “What is your feeling about the National Memorial?”

Question: The National Memorial is built with brick but created with blood. "What do you understand by this statement?"

In another lesson, teacher taught about "A Village fair". Open question was asked in that lesson also. The question was,

Question: “Suppose you want to arrange a fair in your school. How will you arrange that?”

Though the teachers asked very few questions of such type, but the learners could not answer those very well. They could produce two-three words which did not complete the answer. Also the teachers opined in the interview that they did not expect response for open questions from all levels of learners and they asked open questions to some selective learners. One teacher reported that open questions were basically asked to the meritorious learners who could form sentences.

In his words he said that,

“....the meritorious students who can form sentences, feel comfortable to answer the narrative questions. So I ask narrative questions to the meritorious students.”

Some teachers opined in interview that learners faced difficulties to arrange words for speaking to answer descriptive questions. That was why they asked open questions less in amount.

4.2.3.2. Closed Question

Closed questions were asked for maximum time in the English lesson. 55% of the total number questions were closed questions. Learners replied those questions using one to three words. The answers of those questions were fixed and learners uttered maximum one sentence to answer those questions. Most of the time teachers asked word meaning, definition and specific information and grammatical solution through the closed questions. Also, the learners in FGD mentioned various multiple choice questions, word meaning, filling the blanks and knowledge checking questions as the examples of the closed questions. Examples of such questions are given here;

Teacher: What is the Bangla meaning of garden?

Student: Bagan (asking word meaning)

Teacher: What is called article?

Student: a, an and the (asking definition)

Teacher: What does Sabina's father do?

Student: Farmer (asking specific information)

Teacher: "Teacher gave him a book" Which tense it is?

Student: Past Indefinite (grammatical solution)

Besides such types of closed questions, teacher asked some multiple choice questions as well. Teacher asked to fill in the blanks as well. Learners termed the closed questions as “Easy Questions”. Both teachers and learners told about some benefits of such types of easy questions.

Learners believed that when teachers started to ask questions with an easy one then they become confident to reply and gradually they could proceed to reply the difficult questions. Same sort of opinion were expressed by the English teachers as well. Most of the teachers believed that it was better to ask easy questions to the learners rather than open or creative questions; though they thought that difficult questions were also important for proper learning. In describing the benefits of short closed questions, the teachers mentioned that most of the learners felt comfortable to speak against closed questions. They felt encouraged and less fear to speak; and ultimately, it helped their speaking improvement. Teachers also opined that when they asked short, closed questions then they could ask many more questions and could check learners' understanding more. In this way, the teachers also could assess their teaching and learners' learning simultaneously.

4.2.3.3. Yes-No Questions

Yes-no type questions were another dominating number of questions teacher asked to the learners in the English lessons. Almost 40% of the total number of questions was yes-no questions. The learners also mentioned in FGD that their teachers asked many yes-no questions in the English lessons. Basically, teacher asked a very display question or provided information in the question and the learners replied through saying yes or no. For example, teacher taught a paragraph on "A Village Fair". In that lesson teacher asked yes-no questions in following way.

Teacher: kokhono gramer melay geso tomra? (Have you ever been to a village fair?)

Ss: Ji sir (Yes, sir.)

Teacher: Onek moja hoisilo taina? (You enjoyed a lot, isn't it?)

Ss: Ji sir (Yes, sir.)

Teacher: Mitu, tumi bolo, melay ki anondo lage? (Mitu tell me, did you enjoy the fair?)

Mitu: Ji sir. (Yes, sir)

Sometimes teachers engaged all learners to provide feedback to any specific individual learner. In that process teachers used yes-no questions as well. An example from a grammar lesson is given below. Teacher tried to help the learners to learn how to form a question.

Teacher: Look at the sentence with the underlined mark. Once there lived a clever fox."

For which question the answer will be a clever fox? (asked to a girl)

Girl: Who lived there once?

Teacher: Do all of you have the same answer?

Ss: Yes, sir.

Teacher: Do all of you agree that her answer is okay?

Ss: Yes, sir.

Yes-no questions were used for such type of purposes. However, in a word it could be said that the maximum number of questions did not touch the upper level domain of Bloom (1956) taxonomy. The following discussion will light on the domains from which the questions were selected.

4.2.4. Domain of the Questions

The questions asked by the English teachers were categorized according to the taxonomy of educational objectives prescribed by Bloom (1956). From the data derived by interviewing the teachers, it was found that the teachers did not have any idea about the learning domain. Even they did not hear about the taxonomy of educational objectives. They only categorized the questions saying easy questions, difficult questions, multiple choice questions and descriptive questions but did not know in which domains the questions were included. However, according to Bloom's taxonomy, all the questions teachers asked in classroom were under the Cognitive domain and the questions covered the sub-domains of knowledge, comprehension and analysis. The chart below is showing the domains from where the teachers selected the questions to ask in classroom.

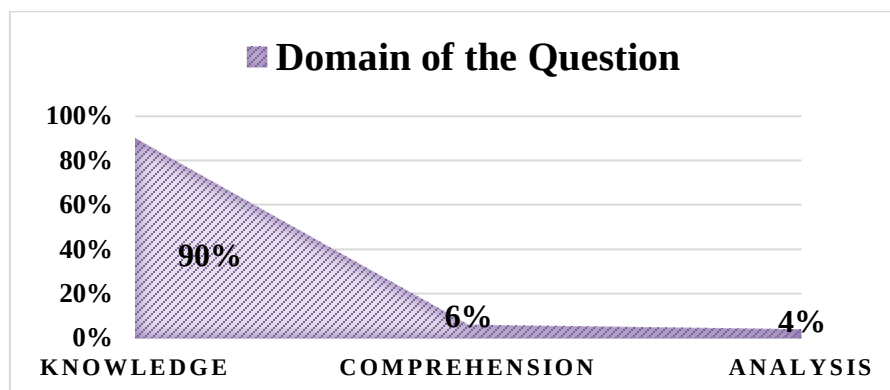


Figure-6: Domains of the Questions.

The figure is demonstrating that, teachers selected 90% of the questions from the knowledge area. Teachers selected only 6% of the total number of questions from the comprehension zone and the least percentage of the questions were asked from the location of analysis. Exploration and examples of such domain and questions are given below.

4.2.4.1. Knowledge Sub-domain

In English classrooms almost 90% of the questions asked by teachers were under the sub-domain of knowledge. Teacher asked for many kinds of information from the learners through these questions. Some examples of such questions are as follows,

- *Asking word meaning: What is the meaning of 'solvent'? (Grade VI)*
- *Asking definition: What is called article? (Grade VIII)*
- *Asking specific information: What is Sabina's father? (Grade VII)*
- *Grammatical questions: What is present indefinite tense? (Grade VIII)*
- *Closed Questions: What is the name of your school? (Grade VI)*
- *Yes-no question: Do you have ever been to a blacksmith shop? (Grade VII)*
- *Multiple choice question: Choose the best answers from the alternatives*
- *What is the national animal of Bangladesh? (Grade VI)*
a.Lion b.Tiger c.Deer
- *Filling the Blanks: Dhaka is the city of Bangladesh. (Grade VII)*

Teacher asked so many questions like those. Though around 84% of the learners reported that

they had to think a lot to reply teachers' questions; but in real classrooms, it was observed that these sorts of questions demanded very low thinking effort from the learners and they could reply to those questions from their memory using one or two words. Also around 61% of the learners reported that they could reply to most of the questions asked by the teacher using one to two words. The knowledge-based questions were dominating in number.

4.2.4.2. Comprehension Sub-domain

Teachers asked very few questions from the comprehension sub-domain of cognitive domain. The percentage of such questions was only 6%. Through these questions, teachers basically engaged learners to identify any grammatical features or to bring any grammatical changes according to the rules. These sorts of problems had been considered under the comprehension sub-domain as learners had to build a level of understanding to solve those. Beside grammatical features, teachers asked some inner meaning of statements through such types of questions. Some examples of such types of questions are given below.

- *Identifying grammatical feature: "Honey tastes sweet". What kind of voice is it?*
- *Making Questions: "Suddenly he fell in a trap". For what question the answer will be a trap?*
- *Grammatical transformation: Change the sentence into passive form "Don't laugh at the poor".*

However, these questions were not totally belonging to the comprehension sub-domain because some interesting features were observed in the classrooms. These questions were available in the book. So, if learners memorized those and then replied, the questions would come under the knowledge sub-domain. The third question mentioned in this point might be considered as a question under application sub-domain because learners needed to apply a rule here to solve the problem; but, the learners memorized the answer from the book and then replied. Hence, the question came under the sub-domain of knowledge. So, the nature of learners' reply

basically determined how perfect those questions were under the comprehension sub-domain; but, the questions' structure told that those were. Beside comprehension sub-domain, some questions were found under the analysis sub-domain.

4.2.4.3. Analysis Sub-domain

Analysis sub-domain was the highest domain observed in the classrooms from where teachers asked questions to the learners. Though the least amount of questions were asked from this sub-domain, it was only 4% of the total number of questions. These sorts of questions were open in nature and claimed critical explanation based on any event. For example, in one lesson of grade seven, teacher taught about "A Village Fair". He asked questions to the learners about it with a demand of narrative explanation about a village fair. The question-answer discourse was as follows.

*Teacher: (asked in Bangla) Tumi ki melay geso? (Have you ever been to a village fair?)
(To a particular learner)*

Student: (replied in Bangla) Ji sir (Yes, sir.)

Teacher: (asked in Bangla) Gramer jei mela hoy tar boishishtogulu bekkha kore bolte parba? (Can you explain the features of a village fair?) (Analytical question)

Student: (replied in Bangla) onek manus ase. Onek khelna... (Many people came there and there were a lot of toys..)

The learner could not complete the answer. Same thing was observed in case of some other analytical questions as well. Learners could start to reply; but finally, they could not finish. Another example of such case is presented below,

Teacher: Suppose, you want to arrange a fair in your school. Can you describe what kinds of work you need to do?

Student: Yes.. I have to... (could not complete)

Mentioned two examples showed that learners were not very comfortable in replying the

analytical questions and teacher hardly asked such type of questions.

One interesting feature of the questions was that the percentage of questions decreases very rapidly with the increase of order of domain. The higher the domain, the lower the number of questions. At the same time, ability and quality of students' response also decreased when the learning domain shifted to higher one. In case of knowledge sub-domain most of the learners could reply well; whereas in case of analysis sub-domain, they even could not reply any question completely.

4.2.5. Sources of the Questions

Both the teachers and the learners reported that classroom questions belonged to textbook as well as to the context out of the textbook. The observed data for English language classrooms showed that teachers asked questions to the learners from three sources; like,

- i) exercise of textbook,
- ii) content of textbook; and
- iii) from connection between content and real life

Among these sources teachers asked most of the questions from the exercise of the textbook and the least amount of questions were asked from the real life context of the students. The following diagram is showing the amount of questions selected from different sources.

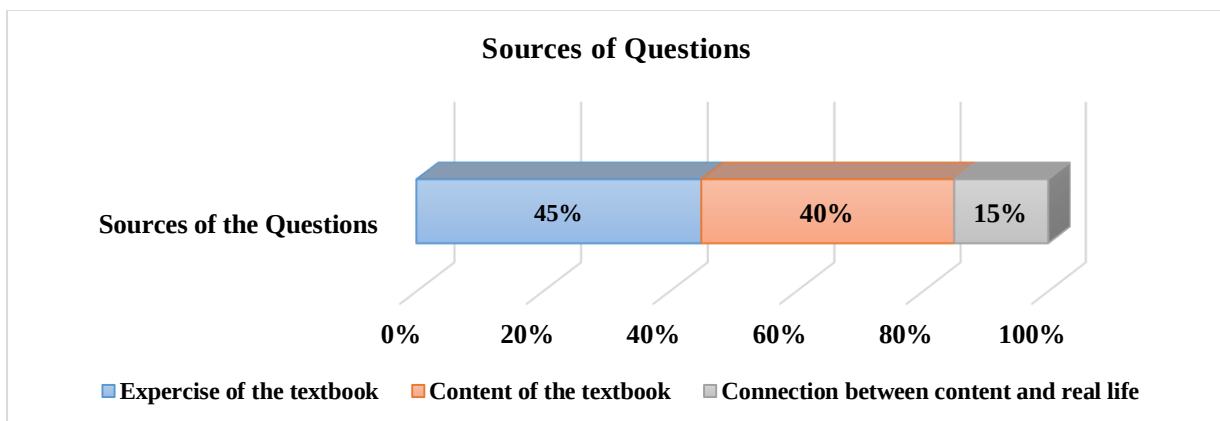


Figure-7: Sources of Questions

Explanation and examples of questions selected from such sources are provided below.

4.2.5.1. Exercise of Textbook

In the English lessons, most of the time the questions included in the exercise of textbook were asked. Near about 29% of the learners also mentioned that. Amount of such questions was 45% of the total. Examples of such questions asked in the English lessons are given here.

In grade seven teachers taught a lesson, namely "The Diary of Anne Frank". In that lesson, teacher asked the following questions from the exercise of the textbook.

Question: Who is Anne Frank?

Question: Why is Mrs. Brown looking sad?

Also in teaching the lesson, "Laila" by name teacher asked the following questions to the learners. From the exercise of the textbook teacher choose some statements and told the learners to determine whether the statements were true or false. In case of false statements, learners were instructed to provide the correct statements.

Learners in one FGD informed that their teachers asked questions from textbook and they liked those questions. However, some teachers thought that only the dull learners liked the questions asked from the book. Relating the issue with a grammar lesson one teacher opined that,

"The dull students who have less grammatical knowledge like the bookish questions and they try to memorize those questions"

Besides, facing questions from the exercise of the textbook, learners faced some questions from the lesson content and from out of textbook as well. These are explained below.

4.2.5.2. Content of textbook

Teachers asked about 40% of the total number of questions from the contents of the textbook. While teachers were delivering any lessons or explaining any concept that time they asked

questions from those contents. For example, in an English lesson of Grade six (Unit-2, lesson-1: Sabina's Family) teacher was reading from the book and translating the passage about Sabina's family to the students. During the translating, he asked the following questions to the students from the passage.

Teacher: Who digs the soil?

Student: Sabina's father digs the soil.

Teacher: Thank you.

In interview teachers opined that, they asked such kinds of content related questions to understand whether the students were listening to them or not. Through asking such kinds of questions they could identify the attentive and inattentive learners as well. Also, the learners opined in the FGD and opinionnaire that their teacher asked them questions from contents while delivering the lessons. They mentioned that such kinds of questions helped them to keep engaged with the lessons.

4.2.5.3. From connection between content and real life

The observed data revealed that teachers considered the textbook as the prime sources of the questions they asked. Almost 85% questions were asked from the textbook. However, teachers asked some questions from out of textbook and through those questions they wanted to link the content with the real life of the learners. These questions were only 15% of the total number of questions asked in the classroom. Examples of such questions are presented below.

In an English lesson of grade eight, teacher taught a topic on accident. In that lesson he asked the following questions to a student.

Teacher: did you see any accident?

Student: yes sir

Teacher: where

Student: in the main road beside our home

Teachers opined that the learners could reply such questions well and they also liked such kinds of questions. As a reason they mentioned that they did not need to study the book for such type of questions. However, the learners opined that they liked all the questions selected from book or out of book. They thought that questions out of book sometimes helped them to understand the lesson well.

4.2.6. Medium of Asking Questions

From observation it was found that teachers asked 63% questions in English, 26% questions in Bangla and 11% questions in the mixture of Bangla and English. The following table portrait the medium of asking questions.

Medium of Asking Questions	English	Bangla	Mixture of Bangla and English
Percentages of Total Questions	63%	26%	11%

Table-6: Medium of Asking Questions

The wording of the questions was according to the level and capacity of the learners. They did not face difficulty to receive the questions from the teacher. Example of some Bangla and mixture of Bangla and English questions are presented below.

4.2.6.1. Questions asked in Bangla

In the lesson "A Fox without a Tail" (Grade-VII)

Question: Kivabe Shial tar lej kata gelo? (How the tail of the fox was cut off?)

Question: Shial ta keno onnoder o kete felte bollo? (Why the fox told the other foxes to cut off their tails?)

In the other lesson "Shahanara Begum's Daily Routine" (Grade- VI) teacher asked the following questions in Bangla.

Question: Shahanara begum shokale ki ki kaj koren? (What are the morning activities

of Shahanara Begum?)

Question: keu ki tomader nijere daily routine somporke bolte parba? (Can anybody say about own daily routine?)

4.2.6.2. Questions asked in mixture of Bangla and English

In grade VI, teacher taught a lesson namely "Navin Thapa". In that lesson he asked the following question.

Question: Navin Thapa is from Nepal. Tai na? (Is 'nt it?)

Question: Who can say j Navin Thapa kothay porte aschilo?

Data derived from classroom observation showed that the teachers switched codes in questioning practice. The teachers and also the learners described the causes of switching codes in questioning. In FGD, the learners reported that most of the time teachers asked questions in English but when they could not understand the meaning of the questions at all then teachers translated the questions in Bangla. Same sort of reason was uttered by the teachers. Teachers told that as the communicative language teaching approach emphasized on the use of target language in classrooms they asked questions in English but when they found their learners faced difficulties to response the questions they tried to ask that with easier form of English and still if they could not understand then they asked that questions in Bangla.

4.2.7. Structure of the Questions

Questioning structure was found correct in most of the time. The result derived from classroom observation showed that teachers asked the questions with correct structure for about 67% questions, in rest 33% questions teacher did some grammatical mistakes while asking the questions. The following diagram is presenting the scenario.

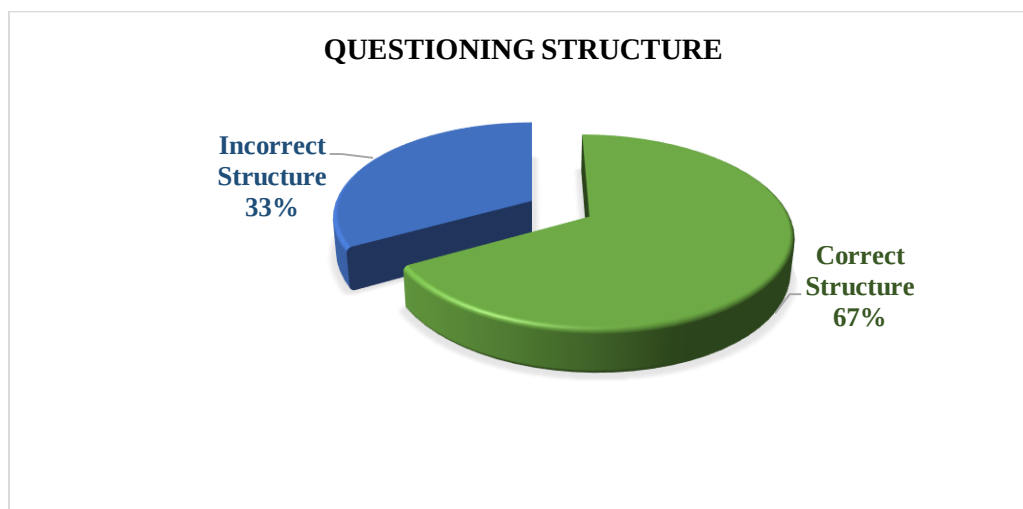


Figure-8: Accuracy of the Structure of the Questions

Examples of some mistakes are presented below.

*Question: What is your **father** name? (Grade six)*

*Question: How (-----) members are (-----)**Sabina** family? (Grade six)*

*Question: Who **are** General Science teacher? (Grade seven)*

*Question: What is the capital **for** Bangladesh? (Grade seven)*

*Question: Have you **see** any animal in zoo? (Grade eight)*

*Question: What is **an** Pohela Boishakh? (Grade eight)*

The above mentioned questions teachers asked in the English language lessons had some mistakes in terms of sentence structure, using auxiliary verb, using article and using preparation. Most of the time teachers faced problem to form a sentence for asking questions.

4.2.8. Difficulty Level of the Question

Teacher asked almost every question from the lower sub-domains of cognitive domain and naturally the questions were easy for the learners to response. From classroom observation it was found that learners could reply around 67% of the questions asked by the teachers and among those questions 55% of the questions were replied correctly whereas 20% of the

responses from the learners were partially correct. The ensuing graph is showing the picture.

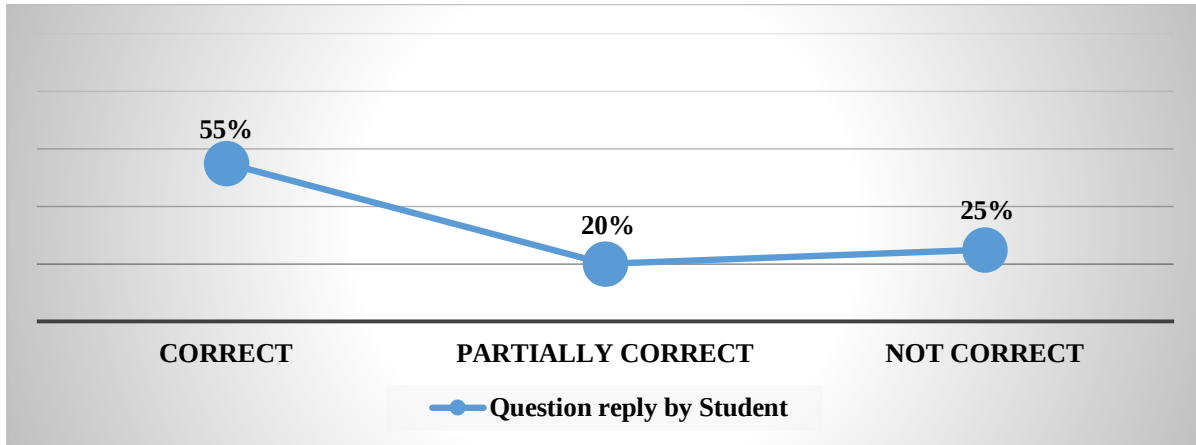


Figure-9: Correctness of Learners' Response to Teachers' Questions

In the Opinionnaire almost 63% of the learners mentioned that they could understand teachers' questions easily and around 93% of the learners reported that they could answer teachers' questions easily. Testimony of their opinion was seen when learners were found in the classroom answering confidently against 65% of the questions asked by the teachers. Beside the statistical data, learners mentioned in FGD that generally the teachers asked easy questions in classroom but sometimes they asked some difficult questions as well. Examples of difficult questions mentioned by the learners were,

Question: What is the English of "guri guri brishti hocche"?

Question: What is your aim in life?

For the first question learners mentioned that the English term of "guri guri" was unknown to them that's why it was difficult. For the second one, learners mentioned that it was not very easy for them to determine the aim in life. That's why the question was difficult. However, according to the learners' opinion, they could reply teachers' questions easily and did not face much difficulty to reply those. Most of the teachers thought that the rural learners were not very

advance and the questions mentioned in the textbook were already difficult for them that's why they did not think of any more difficult questions. However, still they increased the difficulty level of questions when they could understand that the learners had got the complete idea of any chapter or when they wished to judge the understanding level of the meritorious learners.

4.3. R.Q: 2. In which process the teachers progress questioning?

Asking a good question is an art and heart of good teaching. Many scholars identified different features of questioning process (Wood, Wood, Griffiths & Howarth, 1986 in Webb & McCandlish, 1990; Wilen and Clegg, 1986). One of the objectives of this study was to explore the process in which the English language teachers progressed classroom questioning. With references to various literatures, related aspects of questioning process were identified and data were collected by addressing those aspects. The following part will portray the scenario of questioning process at junior secondary English language lessons.

4.3.1. The Questioner in Classroom

From classroom observation it was seen that teachers asked 98% of the questions in the English language classrooms. In thirty English Language lessons only 1% of the questions was asked by the boys and 1% of the questions was asked by the girls. The subsequent chart is screening the findings.

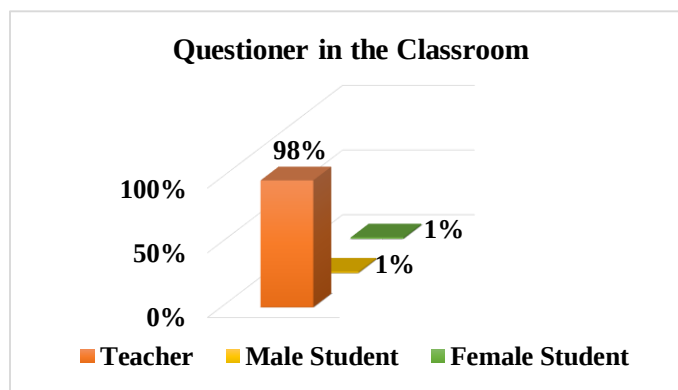


Figure-10: Questioner in the English Classrooms

The teachers basically initiated questioning and continued it for the rest of the period of a lesson. On the other hand, learners hardly asked any questions to the teachers. Learners asked questions for word meaning and for clarification of instruction given by the teacher. All the questions from the learners were asked in Bangla. Examples of such questions are given below. In a lesson of grade VII the following questions were observed.

Question for word meaning

Girl: Sir, samne English ki? (Sir, what is the English meaning of 'samne'?)

Teacher: In front of.

Boy: Sir, beautiful chhara shundorer ar ki English ase? (Sir, what are the synonyms of beautiful in case of the word 'shundor'?)

Teacher: Nice, fine etc.

The positive thing expressed through the boy's question was that the learners were interested for alternative information which was a sign of curious learners.

Questions for Clarification of the Instruction

In English lessons, teachers engaged the learners in different activities for which they had to give many instructions to the learners. Most of the time instructions were clear. When learners faced difficulty to understand the instruction they asked questions to the teachers. For example, once teacher uttered an instruction like this,

T: Every bench is an individual group and there should be a group leader. All of you need to help the leader by providing information and s/he will compile those. Understand?

Student: Do all of we need to write?

Teacher: No, only the group leader.

Learners asked such types of questions. They did not ask any questions which expressed their investigative attitude or thrust for further learning. The best question asked by the learners was

asking the alternative word meaning but it was only for once. On the other hand, teachers asked questions to assess learners' learning and at the same time to judge whether the learners were attentive to the lesson and were understanding the lesson or not.

4.3.2. Offering of Questions

4.3.2.1. Teachers' Voice Quality and Approach while Questioning

In 80% of the observed lessons, the teachers asked questions to the learners clearly and loudly. The questions were audible to the learners from the last corners of the classes. In an opinionnaire, 98% of the learners reported that the voice of English teachers was clear and audible. Also in FGD, learners opined in the same way about teachers' voice quality while questioning. Findings regarding teachers' voice quality are being presented in the following graphic representation.

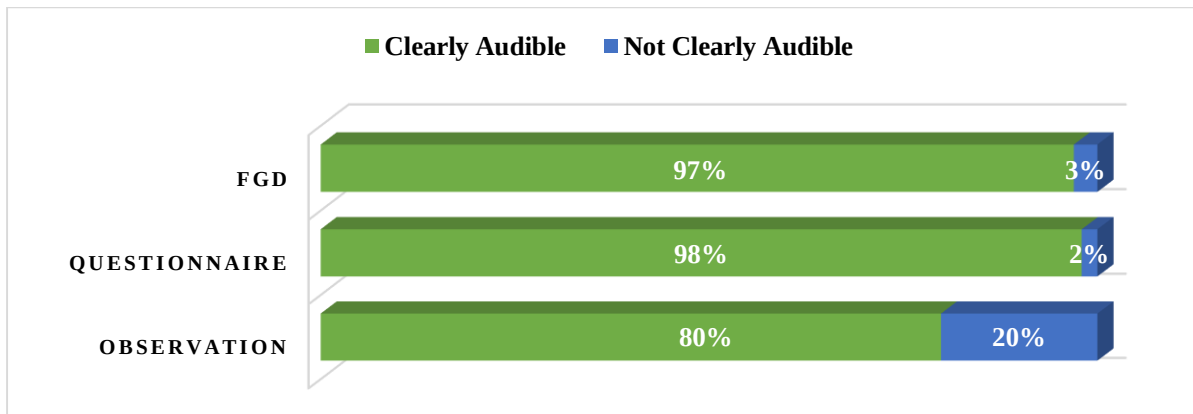


Figure-11: Teachers' Voice Quality while Questioning

Along with voice quality, learners expressed their opinion about the approach of asking questions by the teachers. Learners opined positively about the approach of questioning. In FGD they told,

“.... Our teachers are very friendly with us. They asked us questions very friendly and if we do not understand their voice or the question, they repeat it and not get angry. If we fail to answer the question properly they helped us to reply but do not insult us”.

Clearly the above quotation represented learners' satisfaction for teachers' approach of asking questions. Not only in FGD but also in the response of Opinionnaire, 97% of the learners reported that their English teachers asked questions in a friendly and cordial attitude. Cordial asking of questions by the teachers was observed in the classrooms as well.

4.3.2.2. Questions Asked to Individual Learners and Whole Class

The teachers in interview opined that they asked questions to the individual learners as well as to the whole class according to the nature of the content and the questions. In real classrooms, it was seen that the teacher felt more comfortable to ask questions to the individual learners rather than asking questions to the whole group. In 17% of the lessons, questions were found to be asked to the whole group and in 83% of the lessons, questions were asked to particular learners. Though the classroom observation data showed that teachers asked most of the questions to the individual learners, but around 87% of the learners opined in Opinionnaire that, teachers asked questions to the whole class and then asked them to raise hand if they knew the answers. However, this practice was rare in real classrooms. Only 10% of the total number of questions was asked to the whole class and the responses on such questions came out from the front side learners mostly. The succeeding diagram is exhibiting the above discussion.

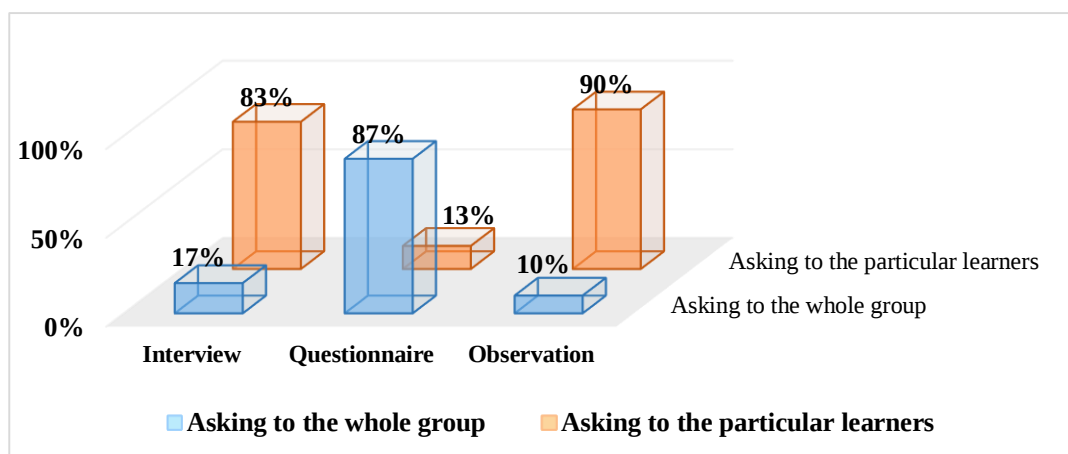


Figure-12: Asking Questions to the Individuals and Group

Also in FGD, the learners mentioned that teachers asked questions to the individual learners as well as to the whole group but most of the questions were asked to individual learners. Learners expressed their view about asking questions to the individual learners and to the whole class. In FGD, some of the respondents opined that it was better to ask questions to whole class. They argued in the following way saying that,

“.....we think teacher should ask questions in such way so that everybody get importance in the process of questioning. Everybody should get equal opportunity to reply. If teachers ask questions addressing the individual students then many students will remain out of the questioning practice because time will not allow”.

In the above statement, some learners argued that asking questions to the whole group was a good practice because that ensured maximum engagement of learners in questioning process within the stipulated time frame. On the other hand, some more learners, in FGD, argued that asking questions to the individual was a better practice. They delivered the following statements to establish their opinion. They said,

“.....when teachers ask questions to the whole group they cannot identify or understand who knew the answer or who learned the lesson properly. Some of us are afraid to talk in classroom. They got chance to hide themselves if teachers ask questions to the whole group. One more thing is that if teacher ask questions to whole class all students tend to reply together. As a result those who did not learn the lesson are not identified and teacher could not know their progress”.

The argument was supported from the data derived from the Opinionnaire provided to the learners where around 46% of the respondents opined that they replied together while teachers asked questions to the whole class. Hence, the possibility of not identifying the learners who did not learn the lesson was alive.

4.3.3. Ways of Asking Questions

Classroom observation data showed that teachers asked questions in classrooms in different ways. Generally, teachers asked questions to the individual learners and sometimes asked questions addressing the whole class. From observation, it was seen that in case of asking questions to the individual learners, teachers called learners by name, also 75% of the learners reported this. While asking questions to the individual learners, teachers generally asked questions to the bright learners. However, almost 78% of the learners did not agree with that. The above description is presented in the next chart.

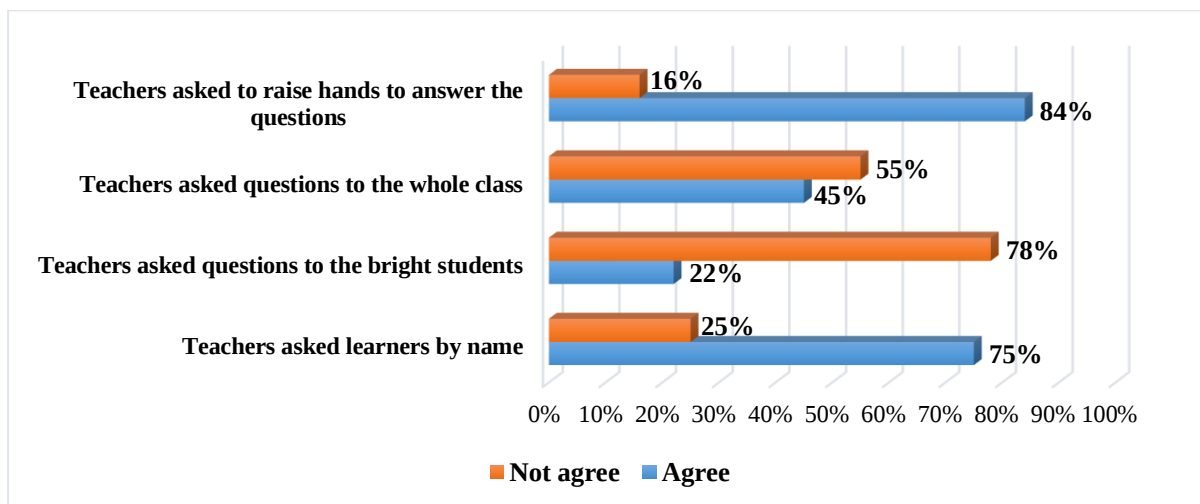


Figure-13: Ways and Techniques of Asking Questions

The teachers argued that if questions were asked to the bright learners, they could reply and the dull learners would be able to learn the answer from them. On the other hand, when teachers asked questions to the whole class all the learners replied together. Around 45% of the respondents opined in the same way. Around 84% of the learners reported that their teachers told them to raise hand if they knew the answers of any questions but there were very few lessons where teachers instructed the learners to raise hands who knew the answers and then

the teachers selected some particular learners to reply and asked the other learners to opine whether the answers were correct or wrong. Teachers basically offered the questions to the learners and they replied together. Both the teachers and the learners thought that asking questions to the whole class had some shortcomings. Teachers thought that if questions were asked to the whole group, the learners who did not prepare the lesson got chances to hide themselves and the teachers also could not identify those learners as all the learners used to reply together. On the other hand, the learners thought that teachers could not give importance to all the learners equally if the questions were asked to the whole class. They argued that the learners who did not prepare the lesson remained failure to learn the lesson as the teachers could not identify their problem. So, they thought that asking questions to the individual was more beneficial for them in terms of learning the lessons.

4.3.4. Gender Issue in Questioning

Data showed that in real classrooms 90% of the questions were asked to the individual boys and girls. However, boys were asked more amount of questions compared to the girls. 50% of the questions were asked to the individual boys and 40% of the questions to individual girls. The chart represents the place of gender issues in questioning.

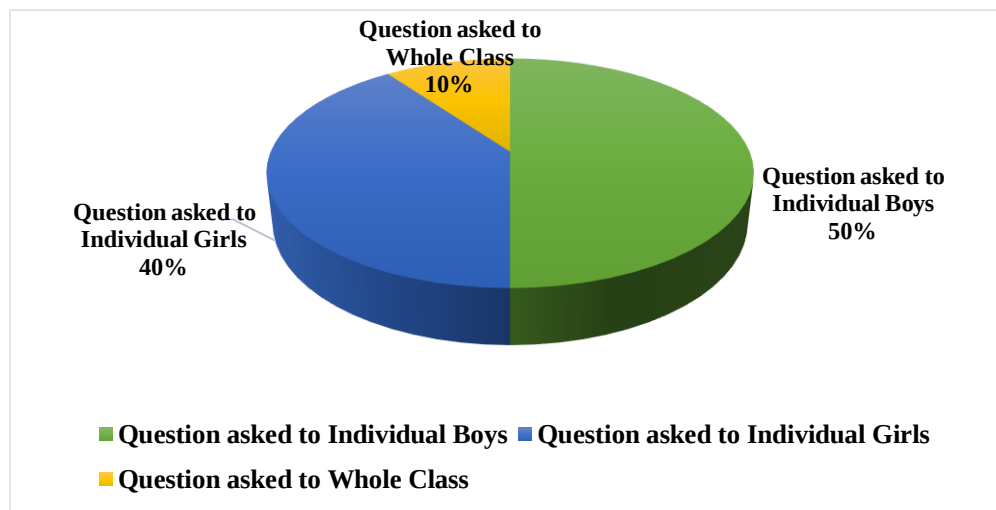


Figure-14: Gender Issues in Questioning

Teachers in interview opined that they did not discriminate among the boys and girls while asking questions. Some of the respondents reported that sometimes teachers could not ask questions to all the learners as they had time limitations; but normally, they tried to ask questions to most of the learners and also tried to maintain the gender balance in questioning process.

4.3.5. Seating Position and Questioning

Class observation data showed that seating position in the classrooms had a significant impact on questioning activities. Though around 85% of the learners disagreed with the statement that “Teachers ask more questions to those who sit in the front benches” but in real classrooms it was found that those who sat in the front benches were asked more questions comparatively. To say statistically, almost 65% of the questions were asked to the learners who took places in the front benches; 23% of the questions were asked to those learners who sat in the benches of middle position and the back benchers got opportunity to face 12% of the questions only in the classrooms. The figure is showing the findings.

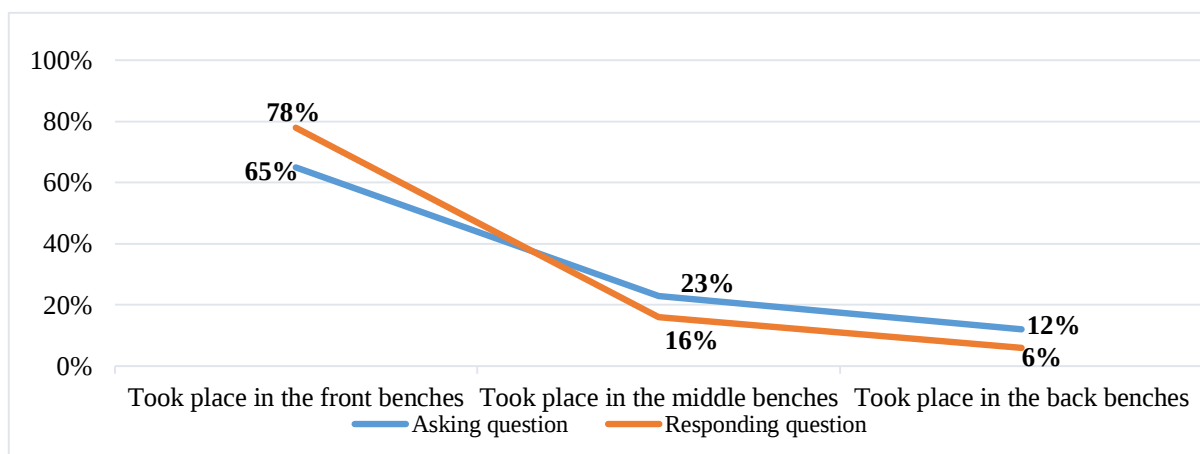


Figure-15: Seating Position and Questioning Practice

However, the teachers in interview reported that they did not do any discrimination to ask questions to the learners with respect to their seating position but in real practice they prioritized

the learners of front benches while asking questions. Not only had the teachers given priority to the front benchers, they themselves dominated while responding to any questions. Almost in every case, they replied while teachers asked questions to the whole class. Overall 78% of the questions were responded by the front benchers even they responded for the questions asked to the middle or back benchers. The middle benchers replied to 16% of the questions and the back benchers answered only 6% of the questions. It was never found that teachers asked any questions to the front benchers but were replied by the middle or back benchers. The observed data from the classrooms were supported by the statement of the learners from the FGD. They reported in FGD that the front benchers had a tendency to reply teachers' questions more, even if the teachers instructed them to stop responding still they used to response. However, in observation, teachers were not found to stop the front benchers from replying to questions. The excuse given by the teachers was that they might lose interest if teachers stopped them. Another reason provided by the teachers was that usually the meritorious learners sat in the front benches. If they replied more and more to other learners would be able to learn from them. Opposite scenario was observed in few English lessons where teachers tried to ensure the response from all over the class. Learners of those classes mentioned in FGD that,

“.....Our teachers try to engage all students to reply the questions. For that reason he moves to the class as well. When he find the front benchers are answering the questions more then he told please you stop for a while. Let me listen what the back benchers want to say. The teachers asked the students of last 3-4 benches and if they cannot reply then teacher came back to the front students for reply”.

The above quotation showed an ideal scenario; but majority of the classes were not like that. Front benchers were asked more questions and they replied more. The participation in questioning decreased with the distance of the learners from the front benches.

4.3.6. Learners' Level of Merit and Questioning

The data derived from classroom observation proved that questioning activities had a relationship with the merit level of the learners. The meritorious learners who hold the first, second and third positions had a dominating participation in questioning practice. Though the English teachers in interview mentioned that they did not discriminate in asking questions in the basis of learners' merit levels rather they tried to ask questions to the learners of all merit levels, but in real classroom it was seen that, teachers asked most of the questions to the meritorious learners who were academically brighter. When those teachers were asked about asking questions to the meritorious learners in more amounts, they drew importance of asking questions to the meritorious learners in different ways. Some teachers said,

"....we usually used to ask questions to the bright and meritorious students. Because we think if we ask questions to the meritorious learners the dull learners would be able to learn the answers by hearing from them".

However, some other teachers did not agreed with the above statement rather they opined that sometimes it was more important to ask questions to the dull learners. To establish their belief some of the teachers told that,

".....it is true that comparatively brighter learners are asked more questions and they participated more in questioning but we think the dull learners are also needed to be asked questions and sometimes more amount than the bright students. Because, if we do not ask them questions they might think that we had no attention to them. As a result they will lose their motivation to learning and will create noise in classroom. If you ask questions they will learn the lesson by their own and it is not wise to make them dependent to learn the answers by hearing response from the bright students".

The above two statements showed that the teachers thought differently about the selection of meritorious and dull learners while questioning. The real thing was that though they had

different logics; but in real classroom, they did not follow those properly; rather they asked more questions to the bright learners. The class observation data were supported by the learners opinion expressed in the FGD. Most of the learners opined that the meritorious learners are asked more questions and they participated more. Beside this, they also reported that sometimes teachers tried to engage the dull learners as well in questioning process; but usually, the meritorious learners were dominant in questioning activities.

4.3.7. Use of Learners' Name

Most of the time teachers used to utter learners' name while asking any questions. 75% of the observed lessons showed the testimony in this regard. In the rest 25% of the lessons teachers called learners by names for very few times. The diagram is showing the percentages.

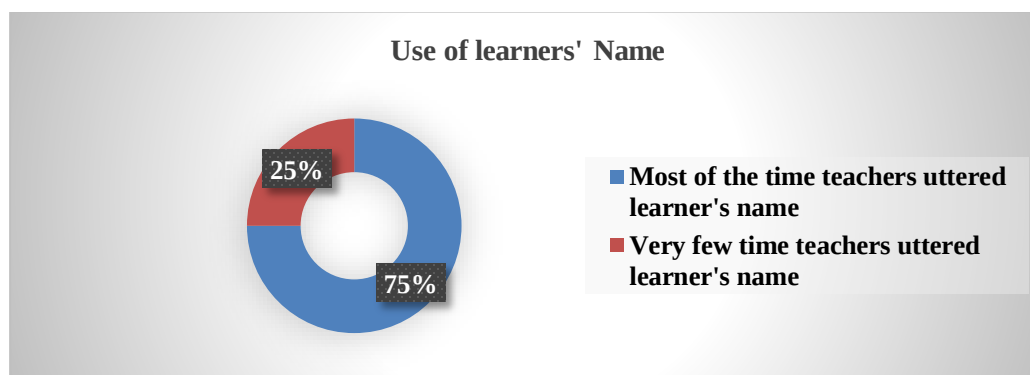


Figure-16: Use of Learners' Name in Questioning

Also in the response against a Opinionnaire, around 77% of the learners reported that teachers called them by name when they asked any questions to the learners. Learners in FGD reported that their teachers used their name while asking questions and they felt good for that. They mentioned that while teachers called them by name, they felt that teachers were giving them priority and they became alert and attentive in the lesson thinking that teachers might call them any time to answer questions.

4.3.8. Eye Contact in Questioning

One thing was observed that teachers had very less eye contact with the learners while offering the questions. In 23% of the lessons, teacher did eye contact with most of the learners of the classes; on the other hand, in 77% of the English lessons, teachers did eye contact with a particular group of learners who sat in the front benchers. The statistical findings are shown in the next diagram.

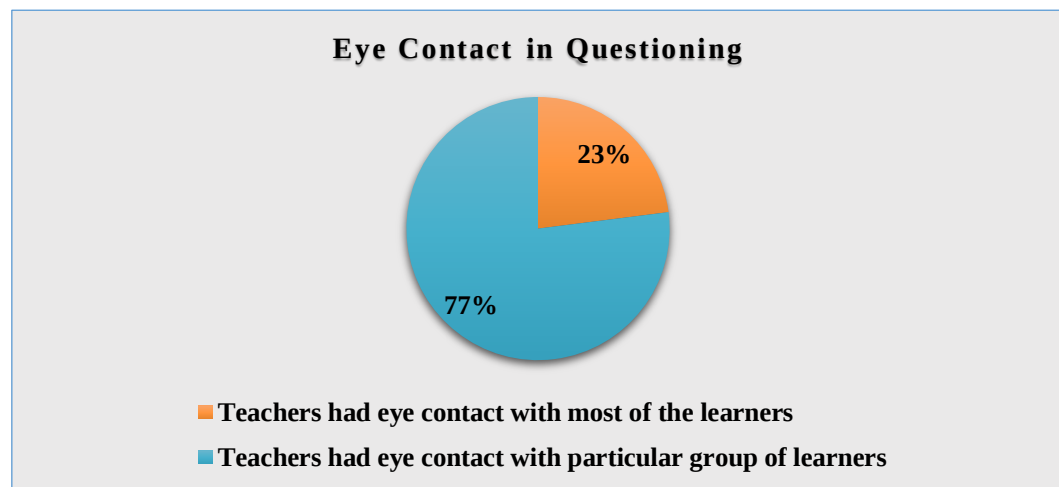


Figure-17: Teachers' Eye Contact with Students in Questioning

Though the teachers in interview opined that they valued all the learners equally, but teacher did most of the eye communication with the brilliant learners who sat in the front benches.

4.3.9. Techniques of Asking Easy Questions

Classroom observation data revealed that teachers asked most of the questions from the lower sub-domains of cognitive domain. These questions were easy questions because the learners could confidently reply to those and when they were asked to provide examples of easy questions, they mentioned about those lower domains' questions. Teachers also reported that the factual questions from text, yes-no questions and the multiple choice questions were replied easily by the learners. However, teachers had some techniques to ask the easy questions in

classrooms. English teachers in interview reported that when they felt the importance of creating easy environment for teaching-learning they asked easy questions. When they intended to ask easy questions they usually chose the questions from the easy text. Sometimes teachers asked easy questions related to the materials used. Teachers used to ask easy questions to the less meritorious learners because easy questions helped them to keep the attention to the less meritorious learners. Teachers always started the questioning session with the easy questions and the difficulty level of the questions increased gradually. Another technique of asking easy questions was when teacher practiced the formative assessment in their lessons, they used to ask easy questions.

4.3.10. Techniques of Asking Difficult Questions

The teachers and the learners defined the difficult questions in terms of the nature of the questions. Teachers opined that there were some questions for which learners needed to explain and to decide about the significance of any facts or events. Teachers thought that these questions were difficult. Some other teachers opined that there were some alternative questions asked from out of the textbooks which were difficult for the learners to reply. However, the learners mentioned that most of the questions teachers asked were easy for them, they only felt difficulties when they could not recall the word meaning from any questions. Nevertheless, before posing any difficult questions teachers considered some factors like learners' merit, context, concept about the lesson taught, and the difficulty level of the lesson. For example one English teacher told that,

“...I consider learners' merit level while asking questions. I usually ask difficult questions to the meritorious learners to judge their performance”.

Here the teacher expressed his opinion on the selection of meritorious learners for asking

questions. Surprisingly, one English teacher believed that the learners of the rural area were less meritorious and the easy questions of the lessons were difficult for them reply. So, they should not be asked any more difficult questions.

However, in spite of considering many factors regarding asking difficult questions teachers followed some techniques as well to pose a difficult questions. Class observation data and the teachers' interview explored those. Class observation data showed that teachers did not ask much difficult questions, rather they selected the questions from the lower levels of cognitive domain. However, they opined in interview that they followed some techniques while asking difficult questions. Some teachers used to ask difficult questions to the whole class so that all the learners could think of it. Inversely some other teacher used to ask the difficult questions to the bright learners so that the less meritorious learners could learn the answer from the bright one. Some teachers opined that they selected the difficult questions while they prepared the lesson plan; and accordingly, they asked those in classroom. Teachers believed that there should be a sequence of the difficulty level of the questions and teacher should ask the easy questions first. Teachers opined that sometimes they rephrased the difficult questions if the learners could not understand the language of the questions. They tried to ask the difficult questions in easy ways.

4.3.11. Timing of Asking Question

The duration of a lesson can be divided into three major parts; starting of the lesson, middle of the lesson and end of the lesson (EIA, 2010). In the starting teachers did some warm up activities along with judging prior knowledge of the learners. Lesson presentation was the main task of the middle of the lesson; and at the end of the lesson, teachers actually assessed learners' achievement from the lesson. From classrooms observation, it was found that teachers asked

questions to the learners in each of the learning period. The amount of questions asked in those periods are presented below.

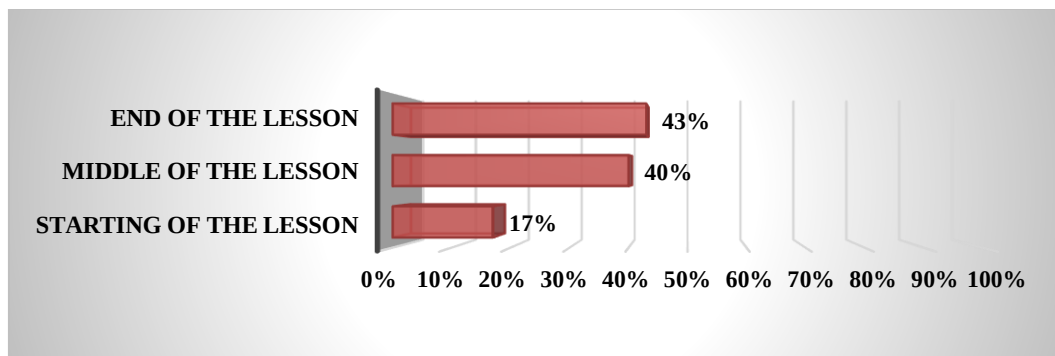


Figure-18: Questions asked in Different Time Period of the Lesson

Clearly teachers asked most of the questions at the end of the lesson. The following discussion will highlight the nature of questions asked in different segments of the lesson.

4.3.11.1. Starting of the Lesson

At the starting of the lessons, teachers asked 17% of the total number of questions. Observation and teachers' interview data showed that at these period, teachers used to ask some questions which facilitated warm up activities and prior knowledge judgment. Some examples of such questions is given below;

In an English lesson of grade seven, teacher taught a story namely “A Fox without a Tail”. At the beginning of the lesson he asked the following questions;

Teacher: Please sit down. How are you?

Ss: Fine, and you?

Teacher: I am also fine.

The above questions facilitated greetings activities which was a warm up activity as well. Using the following questions teachers judged students' prior knowledge.

Teacher: Do you know any animal who live in the jungle?

Ss: Tiger

Teacher: Another?

Ss: Lion

Teacher: Very good. Any other?

S: Fox (a girl replied)

Teacher: Good. Today we will read a story about a fox.

Such types of questions led the learners towards the lessons. Purpose of these questions was to take the learners into mode for further progress of the lesson.

4.3.11.2. Middle of the Lesson

At the middle of the lesson teachers asked almost 40% of the questions. In this stage of teaching, teachers basically presented the lessons and tried to help the learners to get the message of the lesson. Teachers presented any topic; and simultaneously, asked short questions to the learners based on that topic. Some examples of such questions are given below.

In a lesson of grade six, one English teacher was teaching adjective to the students. After describing the definition of adjective, he asked the following questions to the students at the midpoint of the lesson.

Teacher: Karim is a good boy. - Adjective konta? (Which one is adjective?)

S (a boy): Good

Teacher: Karim is a naughty boy. Adjective konta?

S (another boy): Naughty

According to the teachers' opinion, through asking questions in this stage they could understand whether the learners were understanding the lesson or not. The questions asked in this stage actually facilitated learning of the learners and also helped the teachers to practice formative assessment during the lessons.

4.3.11.3. End of the Lesson

Teachers asked questions to the learners at the end of the lesson especially for assessment purpose. The questions of this stage started after finishing the delivery of the lesson from teachers' side. Most of the questions were asked in this stage and the percentage of questions asked in this stage was 43%. One thing was interesting about the questions of this stage. For example, at the end of delivering the lesson on “A Fox without a Tail” teacher asked the following questions:-

Question: Who is telling this story?

Question: Why were the foxes silent?

Question: Who felt very pleased?

Teacher asked those questions from the textbook. Sometimes teachers called the learners to come front and then teacher asked the questions and the learners replied. For example, once an English teacher taught a lesson of Unit One of grade seven. At the ending of the lesson, he called a girl in front of the class and asked the following questions.

Question: Who is a General Science teacher?

Question: Who is Kasem?

Question: What is the name of the Headmaster?

With topic related questions, sometimes teachers instructed the learners to share their opinion about the lesson taught.

4.3.12. Wait Time

Wait time is an important factor for proper questioning practice. Wait time is the time teachers provided a learner after asking a question to think about the answer of the question. Around 90% of the learners reported that teachers provided them time to think about the answer of the questions. Also from class observation, it was seen that teachers provided wait time for 79% of

the questions; but in case of 67% of the questions, wait time was not enough for answering the questions. Some examples are given here from a grammar lesson. Teacher wrote a sentence “The pen is very expensive” on board and then asked a student which interrogative pronoun is used for thing? Student could not reply. Teacher immediately shifted his attention to another student and asked which pronoun will be used for “a pen” and provided her just two seconds to reply. She could not reply that time. However, after few seconds of thinking she replied saying “what”. For most of the questions, teacher had a tendency to move fast. Sometimes teachers themselves replied to the questions.

Time calculation showed that for about 78% of the questions, teachers provided 2 seconds to the learners for thinking about the questions. Only 1 second was given for 16% of the questions. On the other hand, for 6% of the questions, teacher gave a wait time of above three seconds.

The following diagram is showing the results.

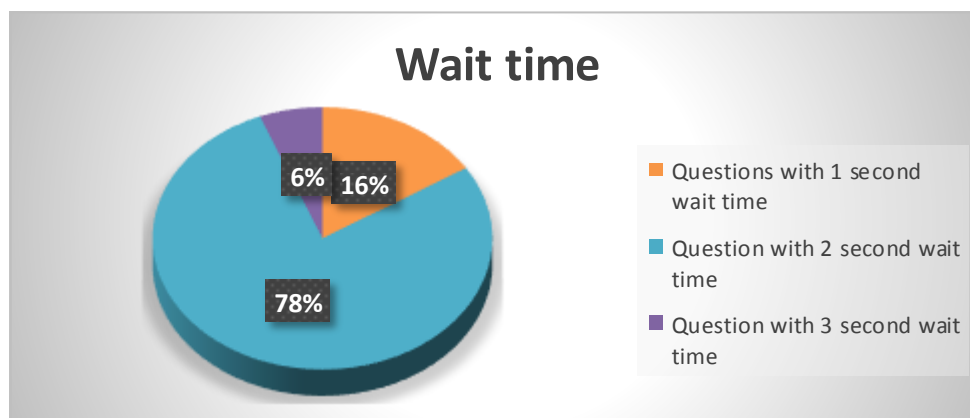


Figure-19: Wait Time Provided by Teachers after Asking Questions

Examples of the different wait times provided for different questions are given below.

Questions with 1 second wait time

- *Who is a member of farmer cooperative? (Grade six)*
- *Give me an example of verb. (Grade seven)*

Questions with 2 second wait time

- *Question: What is article? (Grade six)*
- *Question: Give some example of prepositions. (Grade seven)*
- *Question: What facilities do you have in your school? (Grade eight)*

Questions with 3 second wait time

- *What is the rule to transfer active voice into passive voice? (Grade seven)*
- *The doctor gave him medicine. Which tense? (Grade six)*
- *“Once there live a clever fox” for which question the answer will be “a clever fox”?*
(Grade eight)

Almost every teacher reported that they provided wait time to the learners after asking a question. Learners also in FGD and opinionnaire opined in the same way. Though in observation wait time was found limited within 1-3 seconds. In interview teachers opined that depending on the nature and difficulty levels of the questions the wait time varied. Teachers told that they provided 1-2 minutes in average to the learners for thinking of any questions. Along with some learners, one English teacher opined that it was unwise to provide wait time to each learners, because teachers could understand which learner would be able to reply and not. The teacher argued that it was waste of time to wait for answer from those learners who could not reply or kept down their heads after asking questions. Both teachers and the learners also believed that for every question, especially easy question, it was not necessary to provide time to the learners to think about the answer of the question. For difficult questions, they provided 1-3 minutes for thinking. However, the teachers thought that they should provide more time to the learners to think after asking any questions but as they had time constraint, they could not do that. Teachers reported that there were clear difference between the responses from

the learners where they provided time for thinking and where they did not do that. Most of the teachers opined that learners could reply comfortably and clearly if they were provided some times to think about those questions. Teachers also told that some learners could not reply in a hurry though they knew the answer. If those learners were given some moments to think they could reply. Teachers added that those learners got broken hearted when they could not reply to any questions though they knew the answers. That's why teacher should wait for some times after asking any questions. Similarly with the teachers, the learners also believed that they should be given some moments for thinking after asking any questions. To support their opinion, they argued that if teachers provided some time after asking any questions, they could arrange the words and messages inside of themselves and they could deliver the reply nicely with confident and correct grammatical structure. They believed that, for the dull learners wait time was very important because they could reply when they could think about the questions.

4.3.13. Learners' Participation in Questioning Process

Learners' participation in questioning process is vital one. One of the main focuses of classroom observation was to investigate the nature and overall status of learners' participation in questioning process. Following discussion will explore the learners' participation in question-answer practice.

4.3.13.1. Learners' Willingness to Participate in Questioning

Though the learners reported in FGD that they participated in questioning process but the classroom oobervation data showed that the learners were not very willing to participate in questioning activities. The proof was found when the teachers asked questions and only in 10% of the lessons they were found curious to participate in questioning. In rest of the lessons, the learners replied teachers' questions but they did not show interest or excitement to reply

teachers' questions after hearing the questions immediately from teachers; rather the teachers had to call them to answer the questions. Classroom observation data identified some more classroom practice which might be responsible for less willingness of the learners to participate in classroom questioning. Teachers did not balance responses from volunteering and no volunteering respondents. As a result, those who were not volunteering to answer questions remained less participatory or did not participate. Not only that but also in almost 60% of the lessons teachers asked more questions to the boys than the girls and did not encourage both girls and boys equally to participate in question-answer session. As a result, most of the learners could not come under the practice of questioning and ultimately they lost their interest to participate in questioning practice. Some respondents in FGD reported that sometimes they learnt the lesson but teachers did not ask questions to them; and ultimately, they lost their interest to participate in questioning practice. Teachers opined in interview that all the learners did not take part in question-answer practice equally. The bright learners usually used to respond to teachers' questions more.

4.3.13.2. Questions Asked by the Learners

Though 89% of the learners' mentioned in opinionnaire and most of the learners reported in FGD that they asked questions in the English classes while they faced any difficulties to understand the lesson or any messages delivered by the teachers; but from real classrooms observation, it was seen that learners did not ask questions to the teachers. From the entire thirty classrooms observation only six questions were found to be asked by the learners. English teachers, in interview, also opined that the learners hardly asked questions in the classes. However, some recorded questions asked by the learners were,

What is the meaning of "samne"? (Asking vocabulary)

What is the pronunciation of cupboard? (Asking pronunciation)

Do all we need to write in the group? (Clarifying instruction)

They asked all the questions in Bangla. Clearly, the questions asked by the learners covered the lower sub-sections of cognitive domain. The teachers also mentioned that the learners hardly asked them questions and those questions were taken from the lower knowledge levels including asking word meaning and simple information. Beside these opinions, teachers mentioned about a reasons for which learners might not ask questions. They argued that sometimes the learners did not pay attention to the lessons as a result they could not understand that and did not find any questions to ask.

4.3.13.3. Learners' Ability to Response Teachers' Questions

Most of the learners reported in FGD that they could reply teachers' questions most of the time. Observed data from classrooms also showed the testimony of their voice. For 65% of the questions, learners could reply. Among those questions learners could reply 55% of the questions correctly; for 20% of the questions, learners' responses were partially correct and in case of 25% of the questions, they provided incorrect answers. The findings have been visualized in the diagram below.

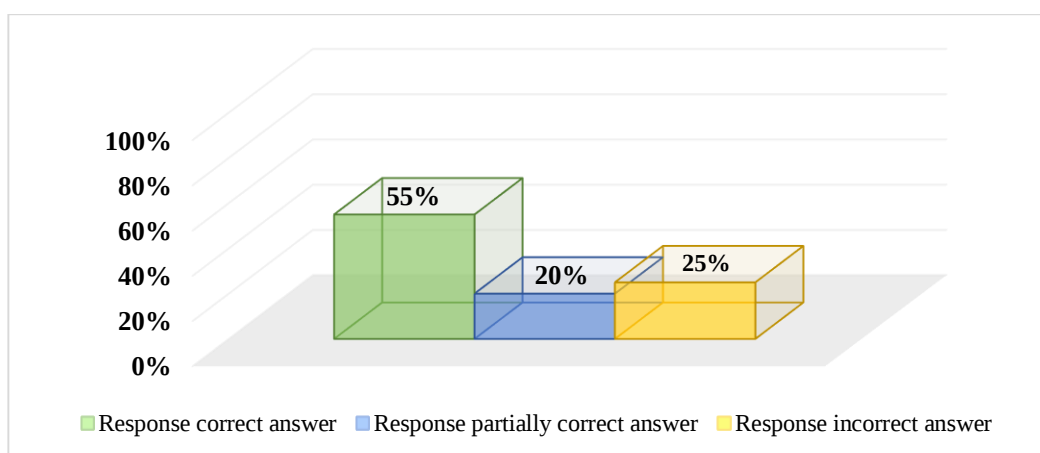


Figure-20: Learners' Ability to Response Teachers' Questions Correctly

Examples of such questions from different grades are given below;

Replied Correctly

- *Teacher: Does Sabina's father live in a town? (Grade six)*

Student: No.

- *Teacher: What is Noun? (Grade seven)*

Student: Name like Rahim, Karim.

- *Teacher: Who run the committee? (Grade eight)*

Student: Head Master.

Partially Correct

- *Teacher: What do you know about Firoza? (Grade eight)*

Student: She remain sick. (Incomplete answer)

- *Teacher: "Once there lived a clever fox" for which question the answer will be "clever fox"?* (Grade seven)

Student: Who lived once? (Partially correct)

- *Teacher: How many 'wh' words are? (Grade six)*

Student: Seven or eight.

Incorrect Answer

- *Teacher: Dhaka is Capital city of Bangladesh. What will be the article here?* (Grade Six)

Student: a

- *Teacher: Who was Suruj Ali? (Grade eight)*

Student: Owner

- *Teacher: "He lived in a jungle". For which question the answer will be "a jungle"?* (Grade seven)

Student: Who lived in a jungle?

Learners reported that sometimes they faced difficulties to reply to some questions or could not remember the answer. In that moment, the teachers helped them and inspired them to reply the questions. However, one more thing was observed that learners did not rely on the teachers much for correct answers. Teachers reported that most of the time they remained happy with

the responses from the learners. They also mentioned that when the learners could reply to the questions, they felt that the teaching was fruitful; and the learners could understand the messages of their teaching.

4.3.13.4. Nature of Learners' Response

Observed data showed that most of the questions were asked from the knowledge sub-domain of cognitive domain for which learners did not need to think critically to answer. Observed data also showed that learners answered 95% of the questions from their memory and the length of the answers were only one word for 68% of the questions; 2-3 words for 23% of the questions and 4-9 words for 9% of the questions. The consecutive figure is showing the scenario.

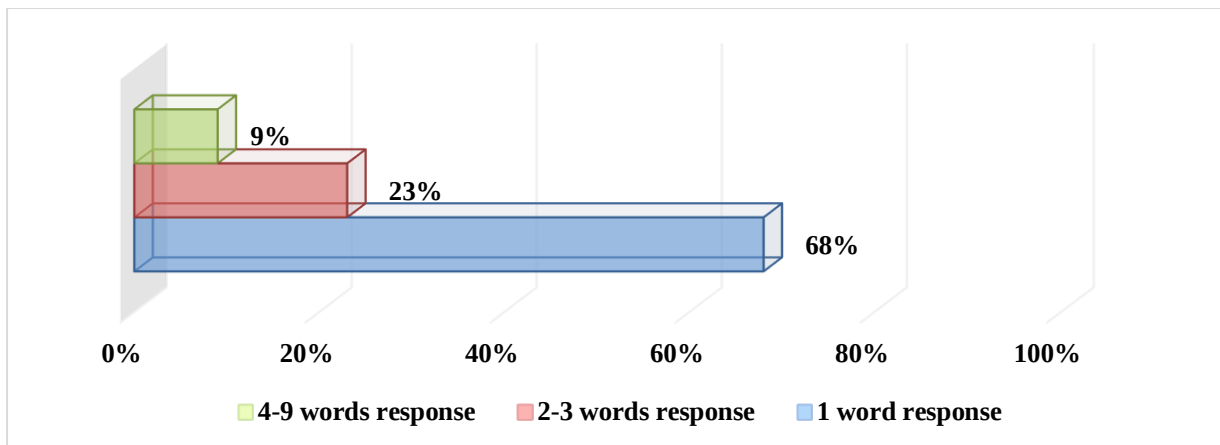


Figure-21: Nature of Learners' Response

Examples of such questions from different grades are presented below.

Learners' Response of 1 word

- Teacher: *Verb ortho ki? (What is the meaning of verb?) (Grade six)*
Student: *Kria (action)*
- Teacher: *The doctor gave him medicine. Which tense is this? (Grade seven)*
Student: *Past*
- Teacher: *My Sister lives in a village. "In a village" what does it express? (Grade eight)*
Student: *Place*

Learners' Response of 2-3 word

- *Teacher: What is this? (showing a picture of garden) (Grade six)*
Student: It is garden.
- *Teacher: Why he is telling this story? (grade eight)*
Student: To teach.
- *Teacher: How many students are there in your school?*
Student: 300 students.

Learners' Response of 4-9 word

- *Teacher: Who digs the soil? (Grade six)*
Student: Sabina's father digs the soil.
- *Teacher: I love my mother most. How you can make question by using "my mother"?*
(Grade seven)
Student: Whom do you love most?

The remarkable fact was that most of the learners had confidence to answer the questions. Almost on 65% of the questions, learners replied with confidence. For rest of the questions, learners replied with some hesitation.

4.3.13.5. Collaborative Learning through Questioning

Collaborative learning was not addressed very well in the questioning process. Only in 10% of the lessons, teachers engaged learners to discuss about any questions in group or pair. Teachers generally did not call any learner to give opinion on any answer provided by other learner. Most of the time, teachers offered the questions to individual learners and asked for answer. As a result, the learners did not get opportunity to discuss among themselves.

4.3.14. Feedback in Questioning Process

Feedback is an important component of the questioning practice. Almost in 70% of the observed lessons, it was found that the teachers provided feedback to the learners after hearing their response for the questions teachers asked.

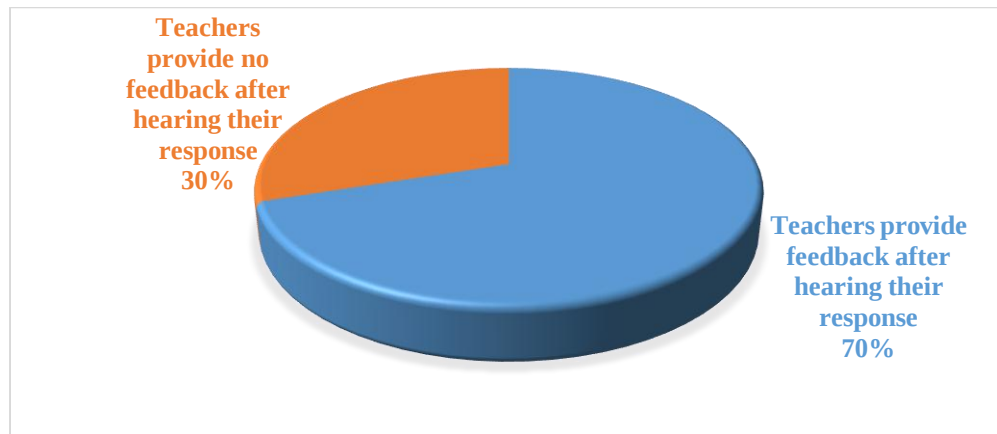


Figure-22: Feedback Provided by Teachers in Questioning Process

Different features of feedback practice were recorded and Analysed. The following section will focus on that.

4.3.14.1. Feedback from Teachers

From class observation, it was seen that feedback was mainly provided by the teachers. As a part of feedback, sometimes teachers helped the learners while they face difficulty to reply to any questions. Sometimes learners reached about to the correct answer but could not complete the answer, in that case, teachers helped them saying the clue with inspiring words. The following excerpt showed the testimony. In one English lessons teacher taught “verb”. Teacher asked some questions to a student and provided feedback.

Teacher: What I have written on board?

Student: Karim reads a book.

Teacher: Yes, you are correct. Can you tell why “S” with read?

Student: umm..

Teacher: Try.

Student: Third person...

Teacher: Yes, you are close. Try again.

Student: Because third person singular number

Teacher: Very good. Thank you.

Teachers used various praising words like thank you, good, very good, excellent, you are almost correct, have another go etc. to provide feedback to the learners. The English teachers thought that feedback on learners' responses were very crucial because it motivated the learners towards learning. Teachers also believed that providing feedback was like recognizing learners' achievement. Once the achievement of learners was recognized, the next platform of learning became created automatically.

However, as like as the classroom observation data and teachers' opinion, learners' responses in FGD also proved that the teachers provided feedback to the learners after receiving answer from the learners. Learners reported that their teachers did not become angry when they made any mistakes or could not reply to any question correctly; rather they helped them to answer and once they replied correctly the teachers praised them uttering words like excellent, thank you, very good etc.

4.3.14.2. Feedback from Peers

Usually teachers did not engage learners to provide feedback to each other. Only one teacher was found who arranged a feedback process where the learners could provide feedback to other learners. The teacher asked question to a learner and after getting the response he asked another learner to say whether they agreed to the answer or not. If they agreed, teacher clapped with all. The following classroom talk can portrait the situation.

Once, an English teacher was teaching 'article' at grade seven. He asked questions and provided feedback through the peers. The example is as follows:-

Teacher: (wrote on board) He lost few book. Rumana, can you say which article will be used here?

Rumana: a

Teacher: Is she correct? What do you think? (Asked to all students)

Students: Yes, sir.

Teacher: Do you agree to her answer?

Students: Yes, sir.

Teacher: Okay, Rumana. Sit down. Thank you.

When the teacher was asked to explain the reason of this kind of feedback practice, he mentioned that if the learners were engaged in mutual feedback practice, they became attentive and active while teaching. However, such kind of feedback practice was rarely found in actual classroom practice and the learners in FGD also opined that they were not very engaged to provide feedback to their peers.

4.3.14.3. Nature of Feedback

After listening to the responses from the learners for any questions, teachers used to provide some feedback. Most of the time, teachers gave feedback to individual learners. The ways teachers provided feedback were not very diversified. Teachers encouraged those learners who answered questions. Usually, teachers praised the learners when they could answer correctly. Teachers sometimes informed learners whether their answers were right or wrong. Beside these, when any learners could not respond correctly, teachers tried to help them and also inspired them saying some motivating words.

4.4. Research Question: 3

How do the learners perceive classroom questioning?

Learners' perception about the questioning practice is important for understanding the nature of the questions and questioning practice. Learners' perception is focused on their likings and disliking about questioning, impact of questioning on their learning and exam performance, role of the questions to develop their critical thinking skills and so on. These aspects are helpful to understand the nature of the questions. The following discussion will focus on learners'

perception towards the classroom questioning. Some previous studies explored learners' perception towards questioning from three major perspectives. One was learners' liking and disliking about questioning, their opinion about the role of questioning in learning and another was learners' beliefs about questioning.

4.4.1. Favorite Assessment Practice

From classroom observation, English teachers' interview and FGD with the learners, it was identified that in classrooms the common assessment practices were asking question, engaging in group tasks, engaging in reading and assessing through writing tasks. Among all the assessment practices, learners liked the most when teachers assessed them through asking questions. While learners were provided an oppinionaire, almost 78% of the learners marked question-answer as their most favorite assessment process. Also, the teachers mentioned in their interview that question-answer was mostly used in classroom as assessment technique and they thought that it was liked mostly by the learners because they responded more in question-answer than any other assessment activities. Same kind of findings came out from the FGD with the learners where they mentioned that they liked question-answer the most over other assessment techniques. They liked question-answer for different kinds of reasons which had been explained in the next part of the report. Here one reason of learners liking about question-answer is explained. Learners thought that question-answer helped them to learn things well and to develop some important skills like observation skill. In this point one respondent said,

"We like most when teacher assess us through questioning. Because questions helps us to learn many things at a time. For example when teacher shows us any picture and asked questions from that we can learn to describe and observe the picture. We can learn these skill of observing and describing because teacher asks questions about it."

So, from the data, it was proved that learners liked question-answer most and they felt the utility

of questioning from various perspectives. Besides questioning, some learners in FGD reported that they liked written assessment more. Though they were not very huge in number but they argued in some logical ways. They believed that through writing they could express their knowledge and skills more with comfortable mental status. They mentioned,

"Our teacher assigned us in writing as well as ask us questions. Among these two assessment practice we do like writing most because we can write with our own language and we got opportunity to correct our spelling. When we try to speak we cannot arrange the words properly but in writing we can do it. We can write our idea clearly which is very helpful. We can do brain storming when teacher give us writing task moreover we have the risk of wrong pronunciation when we need to speak but in writing there is no such risk."

The above comment showed that learners perceived writing task as more safe zone for them, because in questioning session they needed to be more expressive which was not comfortable for them because they had fear of sentence arrangement and pronunciation problem. However, learners liked question-answer practice the most. The following part will light on the liking and disliking of the learners about questioning.

4.4.2. Learners' Liking and Disliking about Questioning

Learners' likings and disliking about questioning had been investigated through providing a Opinionnaire and conducting focused group discussion with them. Learners expressed their opinion in this regard from different perspectives like participation in questioning, medium of asking questions, difficulty level of the questions, use of their name while asking questions and providing feedback. The following section will explore learners' likings and disliking regarding questioning practice.

4.4.2.1. Participation in Questioning

From classroom observation, it was found that learners did not respond very willingly while

teachers were asking questions, but they liked to be involved in questioning process as almost 93% of the learners reported that they liked it very much while their teachers asked them questions. The figure is showing learners perception and participation in questioning.

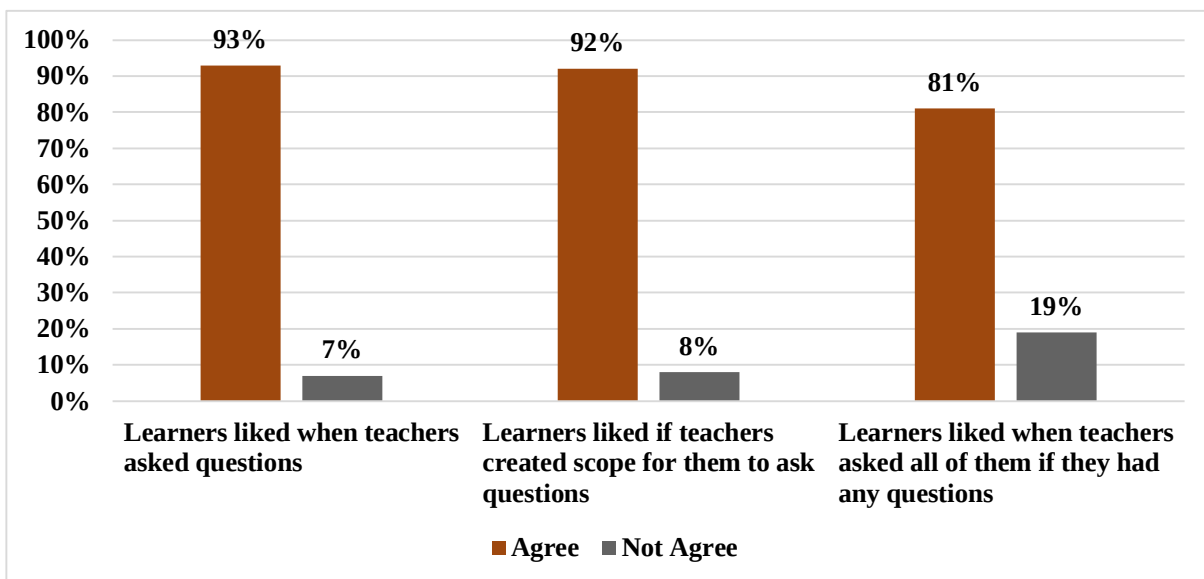


Figure-23: Learners' Perception regarding Participating in Questioning

They also liked to ask questions to their teacher. In teaching-learning process they did not ask mentionable number of questions, but they really expected that teacher would create scope for them to ask questions. They expressed their opinion through Opinionnaire where almost 92% of the learners opined that they would really like if their teachers created scope for them to ask questions. Almost 81% of the respondents liked the teachers telling them, after delivering lessons, to ask any questions if they had.

4.4.2.2. Medium of Asking Questions

Most of the time teachers asked questions in English and the learners also liked that. About half of the learners (49%) disagreed with the statement "We like when our teachers ask us questions in Bangla". Learners liked to practice target language in English class. Only 33% of the learners reported that they liked when their teachers asked them questions in Bangla. However, 18% of

the learners did not give any opinion in this regard. The figure is portraying the learners' opinion.

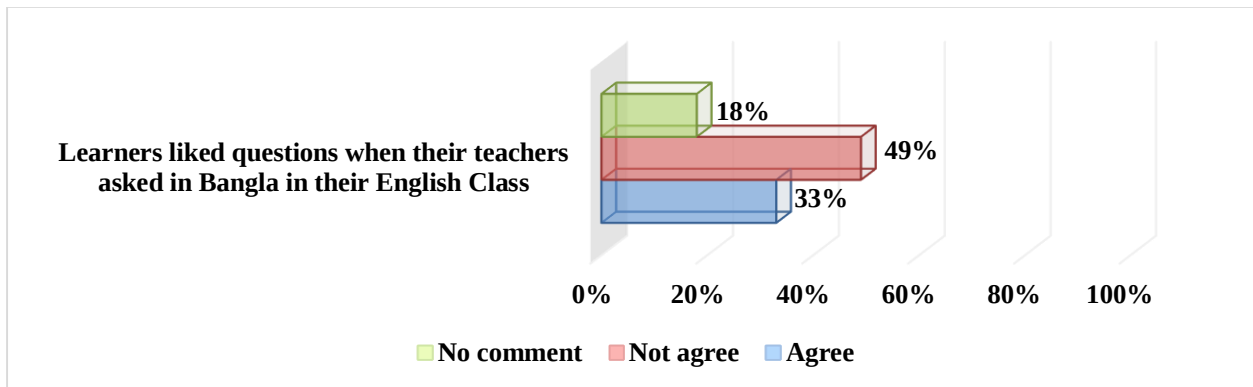


Figure-24: Learners' Perception regarding the Medium of Asking Questions

In focused group discussion, they mentioned a special case when they liked Bangla as a medium of asking questions. They told that if they could not understand any questions in English, teachers used to rephrase those. If still learners could not understand, teachers asked those questions in Bangla. Learners liked that and they thought it was important to understand the questions.

4.4.2.3. Brainstorming in Questioning

According to the learners, they had to face different types of questions in classrooms. Some of the questions were easy and could be replied with single effort and some of the questions were difficult for which they had to think. However, more than 90% of the observed questions were taken from the knowledge sub-domain of cognitive domain where they did not get any scopes for brainstorming; but learners did not like such types of questions every time. The diagram in the next page is showing learners' perception about such type of questions.

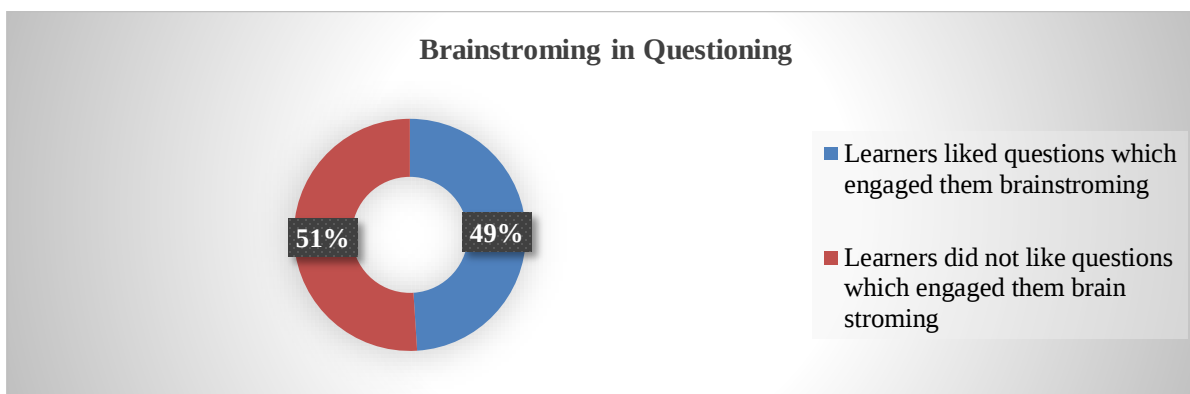


Figure-25: Learners' Perception towards Brainstroming in Questioning

Almost 49% of the learners reported that they liked such questions which engaged them in brainstorming. However, majority of the learners, 51% did not like the questions that engaged them in brainstorming.

4.4.2.4. Use of Name in Questioning

Curriculum suggested the teachers to call learners by name while interacting with them. Learners also liked it very much when teachers asked them questions by name. 88.7% of the learners reported that they liked very much while teachers used their names in questioning practice. 60% of them showed strong agreement with the statement "I like very much when teachers called me by name while asking questions". As a reason of their liking, they told that if teachers called them by name, they felt that teachers gave them importance. They stated that,

"When teachers call us by name we feel very good. It seems to us that teachers keep our name in their memory and they valued us"

On the other hand, very few respondents (7%) did not like if teachers used their name while asking questions. According to their view it was insulting for them if teachers called them by name but they could not reply teachers' questions. They reported that as teachers called them by name the other learners could easily mark them as failed learners.

4.4.2.5. Feedback in Questioning

Learners had opinion about feedback process used in English language classrooms. Almost 89% of the learners liked when teachers praised them for their correct answer and 94% of them reported that when teachers correct their wrong response they felt really good.

4.4.3. Role of Questioning in Learning English

Theoretically, it has already been proved that effective questioning facilitates learners' learning in many ways. The learners also drew strong rationale focusing the role of questioning in their English learning. They expressed their opinion regarding the role of questioning on their learning in the following ways.

4.4.3.1. Facilitating Learning

Learners in FGD explained that questions had an effective role to ensure their learning. According to them, it created such environment where they had to learn. They opined that questions created pressure on them which leded them to learn. One respondent told that,

"Questions create one kind of pressure that we have to learn the lesson. If we learn lesson but teacher did not ask any question that time we think we have no pressure and we lose our interest of learning. That's why a pressure is important which is possible through questioning. We can realize the content well if teacher asks questions."

So from learners' point of view, it was clearly understood that questions basically leded them to learn by creating some pressure which was appreciated by the learners because they found that useful for them to learn. Also, almost 98% of the learners opined in their favor that questions helped them to learn the lesson well. They mentioned some ways in which questions helped them for proper learning. These are presented sequentially.

4.4.3.2. Promoting Thinking Skill

Majority of the respondents (84.3%) opined that the questions teachers asked them in

classrooms promoted their thinking skills. They mentioned that for some questions they had to think a lot to reply properly. Those questions helped them to develop thinking skills. One respondent in focus group discussion provided an example of such question. The question was,

"I have been working here for two years. Which tense it is?"

According to her, to reply to this question, they had to understand the person and structure of tense. She opined that such type of questions engaged them in deep thinking. On the other hand, 13% of the respondents opined inversely. The classroom observation data also supported the opinion of later group. Most of the questions were asked from the knowledge sub-domain of cognitive domain. However, they reported that most of the time they could response easily against teachers' questions.

4.4.3.3. Enhancing Learners' Activeness

Learners reported in FGD that the questions of English classrooms kept them active. Though almost 85% of the learners agreed with this concept; but in real classroom, such questions were not found in mentionable amount. Most of the questions had been selected from the knowledge sub-domain of cognitive domain.

4.4.3.4. Capturing Learners' Attention

Most of the learners opined that the practice of question-answer helped them to become attentive to the lesson. 72% of the learners strongly agreed and 25% of them agreed with the effectiveness of questioning to keep attention to the lessons. Learners mentioned that questioning practice helped them to be focused to the message delivered by the teachers. In this regard, they mentioned that,

"Our teachers asks us many questions while he teach any topics. If we do not listen to the teacher carefully then we will not be able to reply teachers' questions. That's why we listen to our teachers very attentively"

So from learners' opinion and comment, it had been clearly proved that the questions hold learners' attention to the lessons.

4.4.3.5. Passing Examination

Classroom questing had a strong role to help the learners to pass the exam. 95% of the learners reported this. Among those 95% of the learners, around 68% of them strongly agreed that classroom questions helped to pass the examination. In the response of how do the questions help to pass examination, the learners told in a focused group discussion that,

"Our teachers asked us questions from the lesson he taught and in the exam we face those questions. So if we can learn those from our classrooms we can write correctly in the exam. Ultimately we can pass the exam with achieving good marks."

The above statement from the learners proved that learners had some instrumental motivation relating to questioning and it was passing the exam. However, as the questions helped them to pass the exam, they gave importance on questioning practice of classrooms.

4.4.4. Learners' Beliefs about Questioning

Belief is an important aspect of perception. In order to know about the learners' perception towards questioning, learners' beliefs were taken under consideration with importance. Data showed that learners carried various beliefs about questioning practice. The following part will explore learners' beliefs regarding questioning practice.

4.4.4.1. Relationship between Questions and Learning

Learners believed that there was a positive relationship between the questions teacher asked and their learning. As almost 97% of the learners believed that if teachers asked more questions, they would learn more. In FGD, the learners opined that when teachers asked them questions, they could understand that how much they had learnt and in which point they should pay more attention. They also reported that their ideas became clear when teachers asked them questions.

4.4.4.2. Questioning as a Strategy

As a teaching-learning strategy, question-answer was highly appreciated by the learners. Almost 76% of the learners believed that question-answer was better than any other teaching-learning strategies. They mentioned in focused group discussion about many helpful features of questioning for learning. They opined that questions increased their interest for learning and also helped them to explore their merit. They also believed that through asking questions teachers could engage maximum of the learners in teaching-learning process.

4.4.4.3. Questing to Promote Critical Thinking

One of the major roles of a question is to promote critical thinking of the learners. Around 88% of the respondents opined that questions asked in the classroom helped them to develop their critical thinking ability. However, in real classrooms observation, such type of questions were not found in mentionable amount but the learners believed that questions could engage them to think deeply about any fact and promoted critical thinking.

4.4.4.4. Feedback Process

About feedback process, almost 93% of the respondents believed that if their teachers corrected their wrong answer, they could learn well. Learners opined in FGD that they could understand their status of learning through feedback.

4.4.4.4. Speaking Skill

Learners believed on questioning very much as a way for developing their speaking skill. About 94% of the learners believed that there should be practice of questioning more and more in the English lessons because questions were very helpful for them to improve their English speaking skills. They thought that when they tried to reply in English they got courage and slowly their hesitation got removed. As a result, they could improve their speaking skill.

4.4.4.5. Questioning to Face Interview Better

Learners believed that questioning practice helped them to be preparing for future career. They opined that questioning practice enhanced their skill of expressing themselves. They thought that this practice would be helpful for facing job interview. As some respondents noticed,

"In future we will face job interview. Many questions are asked there. If today we can learn how to answer the questions from our classrooms surely it will be a great hand for us to face perform well in interview board in future."

Hence, learners did not limit their expectation from questioning in their classroom practices; rather they thought from bigger perspective for engaging questioning with their future career.

4.4.4.6. Response Option

Learners hold interesting belief about the responding option on teachers' questions. Only about 17% of the learners believed that questions should be asked to those learners who were willing to respond to the questions. Around 75% of the learners believed that questions should be asked to those learners also who did not participate question-answer session willingly. Though most of the learners believed that balanced participation between the volunteering and non-volunteering learners should be ensured at the same time. Around 53% of the learners believed that it was impolite to disagree with the teachers even though they had strong logic. One more belief from the learners was found for which many of them may not participate in classroom interaction including question-answer session. Almost 90% of the learners believed that it was better to listen to the teacher and to follow the textbook in lessons rather than speaking in classroom with teacher.

4.4.4.7. Collaborative Learning

Most of the learners believed that question-answer was helpful to ensure collaborative learning in English lessons. Almost 88% of the learners reported that the questions teacher asked in the

English lessons helped them to discuss and communicate among themselves.

4.5. Conclusion

In this chapter, the data had been Analysed and the Analysed data portray a detail picture of the questioning activities practiced in English language classroom. In the next chapter, the key findings obtained from the analysis will be presented so that the readers can have the message of the study at a glance. In the next part of the chapter, the findings will be discussed with comparison to other studies.

Chapter-5

Key Findings and Discussion

5.1. Overview

This chapter contains two parts. In the first part key findings of the study (5.2.) will be presented in the light of three major themes; teachers' and students' questioning pattern (5.2.1.), teachers' and students' questioning process (5.2.2.) and students' perception on classroom questioning (5.2.3.). Second part of the chapter will discuss on findings (5.3.) The findings have been discussed under four major themes. The themes are the characteristics of the questioning (5.3.1.), teachers' and students' participation in questioning (5.3.2.), mismatching between the CLT approach of questioning and teachers' technique (5.3.3.) and learners' perception on questioning (5.3.4.). Last of all the limitations of the study will be presented (5.4).

5.2. Key Findings of the Study

Key findings of the study had been derived from the data, Analysed in the previous chapter. The findings had been presented under three broad themes obtained from the research questions. The themes are namely questioning pattern, questioning process and students' perception about questioning. To make the key findings more specific, these had been presented shortly and in a focused way.

5.2.1. Teachers' and Students' Questioning Pattern

Questioning pattern was investigated keeping some related factors in mind. The aspects of questioning pattern which had been considered for this study were linkage of questions with

the lessons' objectives, purpose of the questions, types of the questions, domain of the questions, sources of the questions, medium of asking questions, structure of the questions and the difficulty level of the questions. However, the researcher considered the place of questioning in assessment process in his study as well. Now, findings for each aspect are presented below:-

- Question-answer was one of the mostly used ways of classroom assessment. Teachers asked different types of questions to identify the attentive and inattentive learners. They believed that questions helped to grab students' attention and give the teachers idea about whether the learners could follow the lessons or not.
- Teachers did not have any formal training on classroom questioning.
- Around 73% questions teachers asked in the English lessons were related to the lesson objectives.
- For warm-up purpose, teachers asked about 16% questions and those questions included greetings and judging prior knowledge activities.
- All the teachers assessed their students' learning through asking questions. Around 72% of total number of questions were asked for assessing the learners' understanding of the lessons.
- Teachers asked three types of questions in English lessons. These were open questions, closed questions and yes-no questions.
- Only 5% of the total number of questions asked in English classrooms was open questions. Learners could not answer those questions well. In reply to the questions, they could not produce more than two or three words instead of a sentence. Teachers

asked open questions to the selective bright students. Learners called the open question as “Narrative Question”.

- 55% of the total number of questions were closed questions. According to the learners’ opinion closed questions were known as “Easy Questions” which included multiple choice questions, word meaning, filling the blanks and knowledge checking questions.
- Most of the teachers preferred closed questions to ask in the lessons because the learners could speak comfortably on such questions and that improved their speaking.
- Teachers asked a number of “yes-no” questions and the amount was 40% of the total number of questions asked.
- Teachers had no idea about the “Taxonomy of Educational Objectives”. However, according to Bloom’s (1956) taxonomy, all the questions teachers asked were taken from the Cognitive domain and those questions cover the sub-domains of knowledge, comprehension and analysis.
- 90% of the questions were under knowledge sub-domain, 6% questions were from comprehension category and 4% questions were asked from the area of analysis. Students could not reply to the questions of analysis sub-domain.
- Questions from higher learning domain (analysis) seemed difficult to the students and when they found any unknown word they were in difficulty to answer those questions.
- Textbook was the principle source from where the teachers asked questions to the students. Teacher asked 45% of the questions from the exercise of the textbook, 40% of the questions from the content of the textbook and they asked rest 15% of the questions from the connection between content and real life.

- 63% of the questions were asked in English, 26% of the questions were asked in Bangla and 11% of the questions were asked in a combination of English and Bangla.
- Both students and teachers reported that usually teachers asked questions in English but if the students could not understand at all; that time teachers asked questions in Bangla.
- Teachers asked 67% of the questions according to the correct grammatical structure. In case of 33% of the questions, the teachers did mistakes in using auxiliary verbs, articles and prepositions.
- Learners could reply to 67% of the questions asked in the classroom. Among those questions, they could correctly answer on 55% of the questions and for 20% of the questions, they were partially corrected for minor mistakes.
- 63% of the learners mentioned that they could understand teachers' questions easily and 93% of the students reported that they could reply to teachers' questions easily.
- Some teachers believed that the rural learners were less meritorious and less advanced. Questions from textbook were also difficult for them. That's why teachers did not ask them difficult questions.
- Sometimes teachers asked difficult questions when they became sure that the learners got complete idea on the lesson. To assess the understanding of the meritorious students', teachers also asked difficult question.

These were the findings on questioning pattern of English language classrooms. Now in the following part, key findings generated from the data regarding questioning process are presented below.

5.2.2. Teachers' and Students' Questioning Process

To investigate the questioning process, some factors had been considered. The factors were the questioner, offering of the questions, questioning techniques, gender issues in questioning, seating position and questioning, level of merit and questioning, use of learners' name in questioning, timing of asking questions, wait time, learners' participation in questioning and the feedback provided by the teachers. The key findings of this section were:

- Teachers played the dominant role of the questioner in questioning process. From the total number of observed questions, 98% of the questions were asked by the teachers. In the total observation only 2% of the questions (6 questions) were asked by the students. Students asked questions to know the word meaning and to be clear about teachers' instructions.
- Teachers asked questions in classroom with a loud and clear voice which was friendly and cordial.
- From classroom observation it was seen that the teachers felt more comfortable to ask questions to the individual. Only in 17% of the lessons, teachers asked questions to the whole class. However, contradictory findings came from the students. Around 87% students opined that their teachers asked questions to the whole class.
- Only 10% of total number of the questions were asked to the whole class and those questions were replied by the front side learners most of the time.
- Students supported to ask questions to the whole class as well as to the individual learners. In the support of asking questions to whole class, they told that it ensured the importance of each student in questioning process because they got equal opportunity to answer. In the support of asking questions to individual learners the argument was

that teacher could identify who could understand the lesson and who did not. As a result individual progress could be understood.

- Data showed that boys were asked more questions (50%) than the girls (40%) during classroom interaction. However, teachers reported that they did not discriminate in questioning among the boys and girls. The students, in their teachers' support, told that sometimes for time constrain teachers could not ask questions but they tried to maintain gender balance in questioning process.
- Findings showed that there was a significant relationship between the seating position and questioning. Though the learners disagreed that most of the time teachers asked questions to the front bench students but in real classroom it was observed that teachers asked 65% of the questions to the front bench students, 23% of the questions to the middle bench students and only 12% of the questions to the last bench students. However, teachers disagreed that they did discrimination in asking questions regarding seating position.
- Front bench students dominated in replying teachers' questions as well. In English language classrooms, around 78% of the questions were replied by the front bench students, the middle benchers replied to 16% of the questions and the only 6% of the questions were replied by the back bencher students.
- Most of the time, teachers asked questions to the bright learners, especially to the first, second and third merit position holders of a class. However, the teachers did not agree to that.
- Teachers used learners' name while asking questions. It was seen in 75% of the lessons. About 77% of the students also reported that. Students told that when teachers called

them by name to reply to any questions they felt that their teachers were giving them priority and at the same time they became alert and attentive to the lesson.

- In 77% of the lessons, teachers did eye contact with the meritorious students of front benches only.
- Teachers asked easy questions in classes for creating an easy environment so that the less meritorious students can also take part in the lessons. Usually, those easy questions were selected from the text and exercise and those questions were asked to the less meritorious students.
- Teachers mentioned that before posing difficult questions, they considered some factors like learners' merit, context, concept about the lesson taught, and the difficulty level of the lesson.
- One teacher was found who believed that learners of the rural areas were less meritorious and they should not be asked difficult questions because they even find the easy questions of the textbook difficult to answer.
- In posing difficult questions, the teachers had different opinion. Some teachers thought that difficult questions should be asked to the whole class so that all students can think of it, inversely another group of teachers thought that difficult questions should be asked to the bright students so that the dull students can lean the answer from hearing them.
- Some teachers selected the difficult questions to ask in the lesson while preparing the lesson plan. They believed that easy questions should be asked first and then the difficult questions.
- Teachers asked 17% of the questions at the beginning of the lesson. These questions were related to warm-up activities and judging the prior knowledge of the learners.

- 40% of the questions were asked at the middle of the lesson based on the topic teachers were presenting. These questions were short.
- At the end of the lesson, teachers asked maximum number of questions for assessment purpose.
- About 90% of the learners reported that teachers provided them time to think about the answer of the questions. Also from class observation it was seen that teachers provided wait time for 79% of the questions but in case of 67% of the questions wait time was not enough for answering the questions.
- Time calculation showed that for about 78% of the questions, teachers provided 2 seconds to the learners for thinking about the questions. Only 1 second was given for 16% of the questions. On the other hand, for 6% of the questions, teacher gave a wait time of above three seconds.
- Some English teachers opined that it was unwise to provide wait time to each learners, because teachers could understand which learner would be able to reply and not. The teacher argued that it was waste of time to wait for answer from those learners who could not reply or kept down their heads after asking questions.
- Both teachers and learners thought that learners could produce better response if they were provided wait time because wait time helped them to rearrange the words they wanted to produce as the response.
- Only in 10% of the observed lessons, learners showed interest to reply to teachers' questions spontaneously although the learners reported in FGD that they participated in questioning but those were very few meritorious students not the overall students.

- Though 89% of the students reported that they asked questions to the teachers in classrooms but in real observations only six questions (2% of total number of questions) were found asked by the students.
- Learners could reply for 65% of the questions,. Among those questions learners could reply to 55% of the questions correctly; for 20% of the questions, learners' responses were partially correct and for 25% of the questions they provide incorrect answers.
- Observed data showed that learners answered 95% of the questions from their memory and the length of the answer was only one word for 68% of the questions; 2-3 words for 23% of the questions and 4-9 words for 9% of the questions.
- Questioning did not facilitate collaborative learning in English language classrooms.
- In 70% of the lessons teachers provided feedback to the students on their response to the questions teachers asked.
- Teachers provided feedback to the students when they could answer properly or even when they were closed to the correct answer. Teachers used praising words like thank you, good, very good, excellent, you are almost correct etc. to provide feedback to the students.

These were the key findings from the aspects of questioning process. Now the findings on students' perception about questioning are presented below.

5.2.3. Students' Perception on Classroom Questioning

Students' perception towards questioning had been Analysed with importance. To get a complete learning about students' perception, data had been collected on students' likings and

disliking about questioning, role of questioning to learn English and learners' beliefs on classroom questioning. The key findings of these aspects were:

- Question-answer was the most favorite assessment practice to the learners because they believed that it helped them to learn well. Questioning helped them to improve observation skill when teachers asked them questions from any posters.
- 93% of the learners reported that they very much liked their teacher asking questions.
- 92% of the learners opined that they would really like if their teachers created scope for them to ask questions.
- 81% of the respondents liked the scope of asking question if they had any after teachers delivering the lessons.
- 49% of the students liked when their teachers asked them questions in English. 33% of them liked Bangla as the medium of asking questions. Students' in FGD mentioned that they liked to receive questions in Bangla if they could not understand the questions in English, even after rephrasing.
- 49% of the students reported that they liked such questions which engaged them in brainstorming.
- 89% of the students liked when their teachers asked them questions by name because they felt that the teachers were giving them importance while calling them by name.
- 7% of the students did not like if their teachers called them by name. As a reason of this, in FGD the students told that it was insulting for them if the teachers called them by name but they could not reply to teachers' questions.

- 89% of the learners liked when teachers praised them for their correct answer and 94% of them reported that when teachers make any correction to their wrong response, they felt really good.
- 98% of the students opined that the questioning helped them to learn well by creating study pressure which led them to learn.
- 84.3% of the students opined that the questioning practice promoted their thinking skill.
- 85% of the students reported that classroom questioning kept them active, but in real classroom, such questions were not found usually.
- 97% of the students reported that classroom questions helped them to keep attention in lessons.
- 95% of the students reported that classroom questions helped them to pass the exam.
- 97% of the students mentioned that if teachers asked them more questions they would be able to learn more.
- 76% of the students believed that question-answer was better than any other teaching-learning strategies.
- 88% of the students believed that questioning helped students to improve their critical thinking.
- 93% of the students believed that their learning became better when teacher provided them feedback.
- 94% of the learners believed that there should be practice of questioning more and more in the English lessons because questions were very helpful for them to improve their English speaking skills.

- Students believed that questioning would help them to face job interview in a better way because questioning helps to express themselves.
- Only about 17% of the learners believed that questions should be asked to those learners who are willing to respond to the questions. Around 75% of the learners believed that questions should be asked to those learners also who did not participate in question-answer session willingly.
- 53% of the learners believed that it was impolite to disagree with the teachers even though they had strong logic.
- 90% of the learners believed that it is better to listen to the teacher and to follow the textbook in lessons rather than speaking in classroom with teacher.
- 88% of the students opined that the questions teachers asked in the lesson helped them to discuss among themselves.

5.3. Discussion

This part will discuss the findings in the light of the previously mentioned themes in the overview of this chapter. In doing so, different research findings were used to see whether the current study findings were supported or opposed by those findings. The discussion will start considering the point “characteristics of questioning” observed in classrooms.

5.3.1. Characteristics of questioning

From most of the observed lessons it was found that question-answer was the mostly used assessment strategy practiced by the teachers. Many other previous studies also obtained the same findings ((Dillon, 1982; Brown and Wragg, 1993; Gall and Artero-Boneme, 1994; Wu, 1993; Yang, 2010; Ahsan, 2009; Rahman & Babu, 2010; Rahman, Babu & Ashrafuzzan, 2011).

Some studies identified that the teachers asked too many questions during their classroom interaction. As Floyd (1960) stated that ten primary teachers asked an average of 348 questions each during a school day and Moyer (1965) acknowledged that twelve elementary teachers asked an average of 180 questions each in a science lessons. However, in this study the researcher did not find the sample teachers asking so many questions as in the previous study findings. It was true that, questions-answer was the mostly used assessment strategy but the number of questions was not so huge like in the previous findings. The researcher Analysed 300 questions asked by the teachers and students (98% of those by teachers and 2% of those by the students) which he found from 30 English language lessons. The researcher thought, the cause of asking less number of questions was that, most of the teachers in Bangladesh still practice lecture method of teaching even though they got training on interactive teaching-learning but commonly they were dependent on lecturing (Sadek, Ahmed & Begum, 2006; Rahman, Begum & Zinnah, 2009; Ahsan, 2009). As they delivered lecture, they were more willing to speak rather than to listen from the students. As a result they asked less number of questions though they were mostly dependent on questioning for assessment purpose (Ahsan, 2009; Babu, 2010; Rahman, Babu & Ashrafuzzaman, 2011).

Though the number of asked questions was not too large but it was good that, the researcher found around 73% of the questions from the teachers which were related to the lesson objectives. Teachers did not disclose the objectives of the lessons in the classroom. The researcher came to know the objectives while he was interviewing them. Though they did not prepare lesson plan but started taking class with some objectives keeping in mind. Ahsan (2009) in her study also found that teachers asked questions relating to the objectives of the lessons. While a teacher conducts lesson in planned way s/he may make the lesson fruitful for the

students and the way of using questions becomes better (Hussin, 2006). The researcher found the sample teachers to ask questions in three segments of the lessons. At the beginning they asked some questions to warm-up the students and also to judge their prior knowledge of the lesson, at the middle of the lesson they asked such questions which basically helped them to understand whether the students were following them or not. Teachers asked those questions from the text they were teaching or the point to which they were talking. At the end part of the lesson, teachers asked questions to assess students' understanding of the content. These kinds of practices show a hidden planning that teachers did for conducting the lessons. However, from class observation it was seemed that they did not select the questions to ask to the students before entering the class. This meant that they did not have any plan about the questions to asking in their classes. However, many scholars thought that there should be a questioning frame to the teachers before entering the classroom and spontaneous questions should be used only to complement the prepared questions when the needs arise such as to prompt or probe students' response and to ask students to relate current materials to their previous knowledge (Perrot, 1990; Klein et al., 1991; Cruickshank et al., 1995; Good and Borphy, 2003). If the teachers had such framework for questioning, their questions' level and types could be different. Findings from the current study showed that teachers asked three types of questions during classroom interaction; open questions, closed questions and yes-no questions. Ahsan (2009) also found that her sample teachers also asked such kinds of questions. Tausi (1985) found yes-no questions in her study in large amount. Hussin (2006) found her sample teachers using focusing, prompting and probing questions (Moore, 1995; Ornstein, 1995; Nunan and Lamb, 1996; Newton, 2002). In this study, the researcher found that teachers asked very little amount of open questions. It was only 5% of the total number of questions. The amount clearly proved

that through questioning learners had very little opportunity to take part in the classroom talk because, 95% of the closed and yes-no questions could not create scope for learners to talk in classroom, as those questions could be replied within 1-2/3 words. The testimony found when it was seen that students could reply 68% of the questions using one word only whereas only 9% of the questions were found where they used 4-9 words to reply. Moreover, the questions asked in the classrooms were selected from the lowest level of domain namely “knowledge”. The amount of knowledge based questions was 90%. Learners only needed the memory to reply to those questions. Creative thinking, brainstorming or thinking of alternative answers were totally unnecessary to reply to those questions. These horrible findings were not the output of this study only, rather most of the studies conducted on questioning found the same result that low level questions or factual questions were the mostly asked questions in classrooms (Dillon, 1982; Brown and Edmondson, 1984; Hergaves, 1984; Brown and Wragg, 1993; Gall and Artero-Boneme, 1994; Wu, 1993; Yang, 2010; Ahsan, 2009; Rahman, Babu & Ashrafuzzan, 2011).

From the classroom observation the researcher found the teachers asking 90% of the question from the zone of factual or low level questions. This picture reminded that, factual questions had been used in a narrow sense, to achieve short-term goals, the teachers set for their classes rather than using questions as suggested by Barnes (1996) in Myhill and Dunkin (2005) “to develop learning and understanding”. The researcher is not trying to say that factual questions have no value in teaching-learning. Of-course such questions do have a place in the classroom due to their crucial role as stepping stone for students to developing higher level thinking as students need facts before they can progress to higher level thinking (Gall, 1970; Perrot, 1990; Klein et al., 1991; Orlich et al., 1994). Factual questions are particularly useful when teachers

want their students to master basic skills, to focus students on specific data, to gauge students' knowledge of basic information or to consolidate or recap information already covered for a given topic (Borg et al., 1970 in Nunan and Lamb, 1996; Bromley, 1992; Orlich et al., 1994; Myhill and Dunkin, 2005). Inversely, the higher level questions have some more benefit that could not be achieved by factual questions. Higher level questions help to stimulate critical thinking, to explore topic and can create scope for the learners to think about a variety of upper level response (Christenbury and Kelly, 1983; Essenburg, 2006). Factual questions cannot create challenge for the student to think critically but for having the full benefit from questioning there is a need to find a balance in the use of questions in both levels (high and low). Teachers, therefore, should incorporate some higher level questions in their instruction, even with weak learners, to provide them with exposure to higher level thinking and to stimulate development of their thinking skills (Gall, 1984; Morgan and Saxton, 1994; Ornstein, 1995; Kauchak and Eggen, 1998). As the questions were mostly factual those were not difficult for the learners to reply. Learners also agreed to that. About the difficulty level of the questions teachers believed that the rural learners should be asked easy questions more because they were less meritorious. Such kind of belief from teachers' perspective might be one of the reasons for not posing higher level thinking. The researcher's assumption is also supported by Klinzing and Klinzing-Eurich (1987) and Sahin et al. (2002). They opined that sometimes teachers did not practice what they knew; rather they practiced what they believed they know pertaining to questioning. Another reason for posing too much factual questions might be the lack of knowledge of the taxonomies. Hussin (2006) also found that the teachers had lack of knowledge regarding taxonomies. Knowledge of taxonomies was believed to be useful for teachers to pose questions at various levels (Sanders, 1966; Walkin, 1990; Muth and Alvermann, 1992; Brown,

2001). Once the teachers know about the taxonomies, they would be able to determine their lesson objectives considering different levels of knowledge. The choice of levels of questions depends on the objectives teachers want to achieve for their lessons and on the type of students being taught (Gall, 1984; Arends, 1997; 1994).

Though the extreme use of factual questions in classroom was a questionable issue but the structure of questions used by the teachers were grammatically correct for maximum time. Oteify (1979) found in his study that the Egyptian student-teachers encountered problems in framing and use of English interrogative utterance; on the other hand, the Bangladeshi teachers faced problem to ensure grammatical correction in their questions. However, most of the time, teachers were correct in structuring the questions. Teachers in interview mentioned that the training they obtained from EiA helped them to develop their English skill, especially speaking. In their questioning they could reflect that. On the other hand, Oteify (1979) in his study found that the teachers did not have sufficient training on questioning. Hence, they did much more mistakes in framing and asking questions. One of the reasons for better performance of Bangladeshi teachers to structure question might be the use of textbook as a source of questions. Around 85% of the questions asked in the classroom were selected from the textbook. Teachers asked questions from the exercise section of the textbook as well from the content of the textbook. Asking questions from textbook might not be interesting to the students as they also had the same copy. Considering the importance of difference and varieties in questioning, some Malaysian English teachers asked most of the questions from their own thinking. They wanted to be creative in questioning (Hussin, 2006). However, so far the discussion has occurred considering the teachers' perspectives. The following discussions will portrait the scenario of students' participation in questioning.

5.3.2. Teachers' versus students' participation in questioning

Findings obtained from the classroom observation session confirmed that the classroom interaction in Bangladesh was led and dominated by the teachers. Particularly in case of classroom questions, this finding was highly valid. It was found that among the total number of questions only 2% of the questions were asked by the students and the rest 98% of the questions by the teachers. This scenario simply proved that in English language classrooms, the role of teacher was “all-time questioner” and the students were relegated to the role of “mere answerer” of teacher’s questions. This result agreed with the findings from other literatures on questioning that, teachers spent a lot of time for asking questions and students in answering isolated close-ended low level questions (Wu, 1993; Arends, 1997; Ayaduray and Jacobs, 1997; Muijs and Reynolds, 2001; Ahsan, 2009; Babu, 2010; Rahman, Babu & Ashrafuzzaman, 2011).

Though the students mentioned in FGD and opinionnaire that they asked questions to their teachers when they faced any kinds of difficulties or wanted to know something from the teachers; but in observation, totally opposite picture was found. Students remained remarkably inactive in the questioning process. The classroom scenario just repeated the “jug and mug theory” showing that, passage of time could not altered the pattern of discourse in the classroom which is still following “the unspoken rules” of “the teacher know” and “the students do not know” so they come to the class “to find out” from the teacher “who imparts the information” and students as the recipient of the knowledge, “listen” (Galton et al., 1999; Deller, 1990; Cazden and Mehan, 1989). Such kind of instruction provided a lot of power and autonomy to the teachers and the teachers perceived their role as the “gatekeeper of knowledge” and allowed them to determine what was learnt and what was valued for their students. As a result the teachers became the decision makers of the classes where students’ voice was not valued.

Hence, teachers used questioning to maintain control and to support their teaching, instead of their students' learning (Freiberg and Driscoll, 1996; Myhill and Dunkin, 2005). Learners felt boring in such kinds of classes as the teacher dominated and tried to establish one-sided practice (Orlich et al., 1994; Moore, 1995; Malhi, 2004; Myhill and Dunkin, 2005). Therefore, learners lost interest and stopped themselves from asking questions. As a result speculative questions which encouraged students to express their opinions, hypothesizes, imagining and understanding would not thrive in this type of environment (Freiberg and Driscoll, 1996; Myhill and Dunkin, 2005).

So, it is necessary to change the classroom environment. This necessitates the teachers to be more flexible by having a reversal of role to a certain extent: to allow students to pose questions to their teachers sometimes, to allow more student-student interaction by encouraging students to attend to their classmates' responses to the teacher's questions and to comment on these responses which may result in increased attentiveness and additional student-student interaction. To encourage students to pose questions in classes, teacher should establish a non-treating environment in order to make students feel free to ask questions, give them adequate time to arrange their thoughts and phrase their responses, to reward the students who dare to ask questions in class as a form of motivation for other students and to let students know that teachers value and their thoughts and ideas (Muth and Alvermann, 1992; Ayaduray and Jacobs, 1997). However, such kind of environment also couldn't ensure students' participation in questioning in Bangladesh context. The researcher found in this study that teachers created friendly environment in classroom and they asked the questions in a clear, loud and friendly voice but students did not participate in the questioning process. So, there might be some secrets behind this issue. Some researchers thought that social context was responsible for such kinds

of students' inactiveness in classroom interaction. Gall (1984) and Dillon (1990) argued that, students felt awkward about seeking explanation from the teachers because it might be misconstrued as a criticism of the teacher. They opined that it could also be due to the Asian culture and upbringing, whereby the students thought that they were not supposed to questions to their elders and those in authorities. If they do so they will be considered as uncouth and disrespectful of them.

However, for students' interest there is the need to change the traditional way of teaching in Bangladesh. It is time to convert the traditional classrooms into a nurturing place for students to learn and to conduct the lesson through more two way communication (Malhi, 2004; Arends, 1997). In doing so, teachers need to revise their position from the "instructional expert" controlling the planning, implementing and evaluation of learning to that of facilitators of students' learning (Moore, 1995; Good and Brophy, 2003). Teacher should value the thinking process of the students and should provide them complex task which will demand no fixed answer (Ayaduray and Jacobs, 1997; Myhill and Dunkin, 2005). Teacher should value students' idea and also should try to create student-centered classroom and also to train their students the art of questioning (Wajnryb, 1992; Barnes, 1999). If, students ask any questions, teachers should not underestimate those questions as they can play a significant role in helping teachers to be aware of their own action and behavior (Dillon, 1982; Newton, 2002). For example, when a student asks questions to the teacher then the teacher can gauge the level of understanding of the student. Only teachers can improve the pattern of classroom interaction by encouraging the students to pose questions to their teachers and to express and share their ideas to their classmates. Doing in this way will help them to develop their thinking (Burden and Byrd, 1994; Orlich et al., 1994; Good and Brophy, 2003). Students' participation in questioning largely

depends on the techniques teachers use for posing questions. The following part will discuss on the alignment of the techniques teachers used to pose for question with the techniques suggested in the CLT approach for asking questions.

5.3.3. Alignment between the CLT approach of questioning and teachers' technique

The data revealed that teachers themselves had some techniques to pose questions and according that style of posing questions they practiced questioning in their classroom. This part of the study will discuss on the degree of alignment observed between the CLT approach of questioning and the ways teachers posed questions.

Study findings identified that, there was mismatching between what was stipulated within the curriculum and the way teachers actually taught i.e. in posing questions. This finding is similar with the findings obtained from Banbrook and Skehan (1989) and Ho (2005). They found that there was difference between what was considered as good practice and actually what was going on in the classroom. Mismatching was found with the goal of curriculum as well. The English language education of Bangladesh aims at providing learners with the holistic education, encompassing physical, emotional, spiritual and intellectual development, to prepare learners to meet the challenges of the real world focusing on the language in use in society and everyday life (Ministry of Education, 2010). Two of the learning outcomes stipulated in the curriculum relevant to this study were critical and creative thinking skill in which the learners were expected to learn to analyze information, make decisions, and solve problems and so on. However, this study found that the teachers asked such types of questions for which the learners did not need to think any more. 90% of the questions were asked in such way so that the learners could reply only using their memory. Hence, critical thinking and creative thinking practice

were absent in teaching-learning. Same sorts of finding was observed from Hussin's (2006) study. She found that the situation was similar in Malaysian context as well. However, mismatching was not found in terms of goals of curriculum only; rather, there was much more differences between the questioning techniques and the actual good practice of questioning.

From the observation, the researcher found that teachers asked most of the questions to the individual students rather than asking to the whole class though, the students in FGD opined that the teachers asked questions to the whole class. Same result was found from Rahman, Babu and Ashrafuzzaman's (2011) study. Both, students and teachers explained some merits and demerits of asking questions to the individual students and the whole group but asking questions to the individual means teacher has no connection with the other students of the class. The learners also started to feel that they have no responsibility to reply to these questions as the teacher did not ask them and they stopped thinking of the questions (Wilén and Clegg, 1986). The effective practice of questioning suggests to making challenging environment in classroom so that all students can take the challenge to solve any problem. Once questions are asked to the individual students the others did not take that as challenge (Hannel, 2009). In selecting the individual students teacher adopted the strategy to select the bright students. Those bright students sat in the front benches and usually they dominated in classroom interaction. When teachers asked questions to the whole class usually they raised hands for replying the questions. Ahsan (2009) and Rahman, Babu and Ashrafuzzaman's (2011) also obtained the same result from their study. The less meritorious students usually sat in the back benches and they had a tendency to keep them hide from the questioning process. Teachers also did not call them as like as the front side students. However, Wilén and Clegg (1986) suggested in their study to balance responses from the volunteer and no volunteering students. Sometimes teachers' beliefs

were responsible for keeping the students far from questioning. In this study, the researcher found that some English language teachers thought that the rural students were less meritorious and they should not be asked difficult questions. Some other teachers opined in the same way. They argued that difficult questions should be asked to the bright students so that the dull students could learn the answer from them. However, the scholars had strongly denied such kinds of practice. They argued that higher order questions should be asked in the classroom and all students should get the opportunity to face that. Some scholars had suggested asking higher order questions more even to the dull students also to stimulate development of their thinking skills (Gall, 1984; Morgan and Saxton, 1994; Ornstein, 1995; Kauchak and Eggen, 1998). Another finding of the study was that the students could not answer the open questions well and could hardly produce the response beyond more than one or two words. It might be because of allowing the learners less wait time. Finding showed that for around 78% of the questions, teachers gave 2-second wait time. This finding is similar to Rowe's (1974) study. He also found that teacher provided 2-second wait time in an average. It seemed that a wait time of 2 seconds is not enough even for recalling a fact. For better response, teacher should provide wait time. Wilen and Clegg (1986) argued in their study to provide a wait time of at least 3-5 seconds, particularly for higher order questions. Sheffield (2002) thought that students should be provided 20-30 seconds to think after asking any questions. If wait time was provided the students could think about the question and also could arrange the response inside them. After having response from the students only one teacher was found who checked the response by other student and did a little probe to the response. Most of the questions were recall-based and could be replied using one or two words. So, there was not great scope to probe the questions. However, the scholars argued that students' response should be checked and also to be probed

and in this way to elicit more amount of correct answer (Wilén and Clegg, 1986). All the effective practice of questioning could be conducted once the teachers could plan the questions to ask in the classes. One teacher in interview told that he planned for the difficult questions while preparing the lesson plans. The other teachers did not plan in such a way. Planning helped a teacher to keep the logical flow of his classes hence many researchers in their studies recommended to do a plan for asking questions (Wilén and Clegg, 1986; Perrot, 1990; Klein et al., 1991; Cruickshank et al., 1995; Good and Borphy, 2003). When a teacher can prepare a plan for questioning then s/he can engage students discussing the question within a group. Such types of activities can facilitate collaborative learning (Wilén and Clegg, 1986). In this study the researcher did not find such kinds of activities that teachers practiced through questioning. In the teacher's guide, the teachers had been advised to use questioning through chain drilling. In such drilling, one learner asks a question and the next one replies to the question (NCTB, 2011). Teachers did not practice such drilling as well. Moreover, while asking questions individually, teachers did little discrimination in asking questions. More questions were asked to the boys. Students had different opinion, liking, disliking and perceptions towards classroom questioning. These will be discussed in the following part.

5.3.4. Learners' perception on questioning

Data had shown that the students had various perception regarding questioning. They possessed some likings, disliking and beliefs regarding questioning. They mentioned about different roles of the questions to improve their English language skills. Students liked question-answer the most as the assessment strategy used in English language classroom. Even many of them thought that it was better than any other assessment techniques. This finding is similar with the findings from Rahman, Babu and Ashrafuzzaman's (2011) study. Learners opined that when

their teachers called them by name for asking questions they felt good because it seemed to them that the teachers gave them priority. Realizing the importance of using learners' name in classroom interaction NCTB (1995) also suggested for calling students by name while asking questions or for engaging any other activities during classroom interaction. The previous study on questioning had explored that the students did not participate in questioning activities rather questioning had been perceived as a function of the teacher. In my study, I have found that almost every learner liked when teachers asked them questions and also when teachers created any scope for them to answer because they believed that questions could develop their thinking skills and also to learn the lesson properly. So in this point it can be said that teachers' support can ensure learners' participation in questioning. The previous finding of the current study showed that learners could not answer well when they were asked open question. Another finding of the study shows slight contradiction with this finding. Students liked those questions which stimulate their brainstorming. Usually, those questions were open questions. So at this point, it was clear that though learners could not respond very well against open questions but they liked those questions. Teachers could take this opportunity to teach them responding against open questions. Students believed that such types of questions helped them to think critically and also to remain active in the classroom. Their thinking had been supported by some other scholars of education who also opined that the higher level questions could develop learners' creative thinking and analysis skills (Christenbury and Kelly, 1983; Essenburg, 2006). Students liked upper level questioning and also believed that those were helpful for them to develop their critical analysis power but still they remained less participatory in questioning. A large group of students believed that it was impolite to disagree with teachers' opinion even though they had strong logic to argue with the teachers. Some students also believed that it was

better to listen to the teacher in the classroom and reading textbook rather than asking questions. These kinds of perception simply take us go back to Gall's (1984) and Dillon's (1990) assumption, where they argued that due to Asian culture and upbringing, the students participated less in questioning process. The students of this region believed that they were not supposed to question their elders. If they do so, they would be considered as disrespectful to their elders.

However, though the students had less participation in questioning but still they could realize the importance of questioning in academic sense. Besides, academic significance they drew some more significance of questing which were related to sorts of instrumental motivation. Some students believed that questioning helped them to pass the exam. This finding was supported by a result found from Hussin's (2006) study where she found that the teachers asked so many factual questions and its reason was that in exam a number of factual questions were given to answer. Hence for ensuring students' success in exam the teachers' asked lower level question. Another instrumental reason of liking questioning was that the students believed that if they can master the question answering skill they might be able to get better job in future. Also Hussin (2006) in her study found that learners thought that question-answer skill would help them to find a good job in future. However, learners could perceive the role of questioning in their academic and professional life.

Though the study identified various issues of questioning which were helpful to improve students' learning and classroom interaction pattern there were some limitations as well. The following section shows the limitations experienced by the researcher in conducting this study.

5.4. Limitations of the Study

The researcher had some limitations to conduct this study. These are described below.

- The sample of the study was not representative in number. The researcher worked in only five schools. Following the rules of qualitative research he selected those schools using convenient sampling procedure. So, the study result will give a deep understanding of the questioning practice going on but not a generalized result of questioning practice for all the schools.
- The sample schools were under the intervention of “English in Action” project. Though questioning is a common and general classroom practice but still this study focused on the schools under the project only. So, result may differ with the other schools’ questioning practice.
- As the project area was covering a semi urban context the researcher had to collect the data from the semi urban schools only. Truly rural or urban schools were not considered in this study. Hence, this study may encourage the next researchers to work about the questioning practice of the rural and urban schools but the study result will yield the questioning scenario of some semi urban schools only.

5.4. Conclusion

Many issues related to teachers’ questioning have not changed much over the years. Still teachers dominate in the questioning task. Although questioning forms only one part of good teaching, it is also the most used instructional strategy in the classroom. Therefore if students want to get maximum benefit from their teachers’ questioning, teachers have to be aware of the ways of improving their current techniques of posing questions to meet the needs of their students and curriculum. The next chapter (Chapter six) will review the issue discussed in the thesis as a whole and conclude with some recommendation on how to change the situation in questioning.

Chapter Six

Recommendation and Conclusion

Questioning had occupied an important place in education as an instructional strategy since ancient civilization to the present time. However, researchers and educators again and again identified the fact that teachers' technique of posing questions had not improved much over the years (Nunan and Lamb, 1996; Ornstein, 1995; Newton, 2002). Teachers were found posing more questions from the low level than the high level category. In doing so teachers asked a lot of factual questions which were good for achieving very narrow purposes but for achieving greater interest like developing critical thinking ability or creativity it is important to pose higher order questions as those questions involve the students in upper level thinking. Another fact was that teachers asked most of the questions from the textbook. This book is available to all the learners as a result they might not get interested to the questions teachers posed. Moreover, teachers did not have any knowledge on Bloom's Taxonomy of educational objectives. If they had that knowledge, they could select the questions in such a way that could lead the learners towards high level thinking and the teachers could also reshape the bookish questions according to the higher order of knowledge. Actually, teachers are considered as the responsible person for asking questions in classrooms. They themselves determine what questions to ask and whom to ask. In doing so, they establish dominance on questioning consciously or subconsciously. The result was the absence of students in questioning tasks. This study found that teachers asked 98% of the questions in classroom interaction. This picture is not expected. Our ultimate goal is to turn our children into competent citizen of the globe. They will be fit for anywhere in the world. That's why they need to have better communication skill, creativity and critical thinking skill as well. Classroom is that place from where the children will be prepared for the upcoming challenging future. Hence, they need challenging education.

Good questions can make that challenge. That is why teachers need to master the skill of asking higher order questions according to the requirement of the content, context and the learners. Classroom should be such place where students of all categories would be benefited. The meritorious, the average, the dull, the front benchers, the back benchers all should be treated in such way so that all of them can enjoy the maximum benefit of questioning. For creating such environment, teachers are the key persons. Literature had shown that teachers actually follow their belief for teaching but not exactly what they know about teaching. This situation should be changed. Teachers are the touch stone to convert the students into creative thinker, critical analyzer and effective questioner. Their role in questioning is vital. The result of the study showed that there were some shortcomings into the teachers' questioning technique in terms of selecting questions and respondents. Also, they emphasized on individual learners in throwing questions. As a result, rest of the learners did not experience any challenging situation in classrooms in terms of questioning. In this study, the researcher had found the learners as paralyzed patient. They only kept presence in the classroom but did not contribute to the enrichment of the class from the perspective of teaching-learning. Surprisingly, they asked only six questions (2%) from the entire thirty classrooms observation. They were happy with the role of all-time answerer. However, their answering pattern was not very satisfactory as well. They could not answer the analysis questions and some open questions. They could reply only those questions for which one word was enough. That was not their fault but of the teachers. They selected all the lowest level questions to ask in the classrooms. Teachers provided a wait time of ranging 1-3 seconds to the students in classroom. That time was not always enough for the students to answer the questions properly. As the learners did not find the taste of question-answer they were reluctant to participate in the questioning session. For very few times, the

learners were found to take part to answer teachers' questions willingly. In spite of so many issues regarding questioning, the learners perceived questioning very positively and they liked questioning and also believed that questioning could facilitate their learning. So, the learners are ready and motivated to have the maximum output of effective questioning. Hence, the responsibilities again go back to the teachers to practice questioning properly and in such a way so that the students can be benefited. However, the study identified some places where improvement was necessary to upgrade the status of classroom questioning. According to the findings of the study, now some recommendation will be presented to improve the situation of questioning.

- The concerned authority should be aware of the fact that questioning is a fundamental skill for effective teaching. Teachers' lack of knowledge may prevent them from being an effective questioner. Hence, policy makers and authorities should provide training courses specifically emphasizing to train teachers in asking questions for their subject and across discipline (Perrot, 1990; Koufetta-Menicou and Scaife, 2000)
- Existing training programme should be revised including the aspects of questioning.
- Teachers should be trained on "Types of Questions" where the focus should be given on higher order questioning and critical thinking.
- Training should be given focusing on the selection of learners for asking questions.
- Teachers should be motivated, inspired and trained to ask open questions.
- Teacher training should be provided focusing on "Bloom's Taxonomy of Educational Objectives". Simultaneously, scopes should be created for the teachers to have hands-on training on preparing questions from the higher orders of Bloom's Taxonomy.

Special attention should be given in the training session on preparing questions from the analysis, synthesis and evaluation area.

- The exercises of textbook should be developed in such a way so that learners and teachers can practice higher order questioning. Besides, introducing the lower level questions the textbook writers should think of the inclusion of higher order questions in the exercise of the textbook.
- Teachers should be trained to ask questions with correct grammatical structure and pronunciation.
- Awareness should be created among the teachers to rectify their questioning behavior. They should balance among the types of questions asked and also in selecting the learners to response the questions.
- Lower level factual questions should be avoided unless the demand of the content. Instead of using too many factual questions, teachers should try to develop the skill to pose as much as higher order questions as those questions helped the students to be creative and thoughtful.
- Some studies were found where the questioning pattern and process were dependent on the examination system. As the exam system encourages low level factual questions, the teachers posed lower level questions. Though they knew that, they should not follow the exam rule in classroom interaction (Jespersen, 1906 in McMorro, 2006). Government should ensure that the exam system will not influence the classroom interaction, particularly questioning.

- Classroom environment should be learner-centered. Teachers should try to create such environment where the learners will feel comfortable to participate in questioning. Teachers should encourage the learners to ask questions.
- Steps should be taken to improve learners' speaking habit and ability while questioning.
- Reward could be given to the learners judging their performance in asking questions.
- Teachers should try to create such classroom environment where all the students will get scope to participate equally. Teachers should be careful to neutralize the dominance of bright students in questioning practice.
- Teachers should try to come out from the circle of their belief that the rural learners are less meritorious and the belief that they should not be asked higher order questions. Rather, teachers should ask all types of questions to all the learners according to the demand of the lesson.
- Teacher should try to help the student to come out from their misconception that it is impolite to disagree with teachers even after having good logic and listening to teachers is better than asking questions.
- Culture of teachers' dominance in questioning should be changed and learners should be encouraged to ask questions more and more.
- Teacher should develop the habit of asking questions to the whole class and then to the particular individuals when it is necessary.
- Teacher should create such opportunity where the students of all merit levels and seating positions can get enough scopes to reply teachers' questions.

- Teachers should communicate with all the students during classroom interaction, especially during questioning. When they communicate with particular group of students, the other felt less importance.
- Teachers should be trained to provide wait time properly during practicing question-answer.
- Questioning should be practiced more in classroom as the learners like question-answer the most.
- Teacher should create more opportunity for the learners so that they can ask questions.
- Teacher should try to master the names of the learners and should call them by name while questioning.
- Questioning should be practiced in such way that ensure creative thinking, brainstorming and critical analysis ability of the learners.
- Teacher should encourage the learners to argue with them if they have different opinion.
- Steps should be taken to overcome learners' wrong idea or misconception regarding questioning.

To handle the issue of classroom interaction (e.g. questioning) from an early stage, future research should replicate this study with kindergarten or primary school teachers and pupils to see if the findings will yield similar result as in this study. This study identified that the students hardly asked any question in classroom. Further study could search the answer why these students did not ask questions, what their problems were. This study also identified that both the teachers and students have some misconception regarding questioning. Further study could investigate whether the misconception regarding questioning has been changed from teachers' and students' perspectives or not.

To conclude, considering questioning as the backbone of classroom instruction and that “teachers do not teach when they do not ask questions”, there is a need for concentrated effective effort from all the parties associated with education to find out the way to improve the quality of teachers’ classroom practice through questioning. Steps should be taken immediately to change the situation. Otherwise, we will not get the stipulated benefit from our education.

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Appendices

Appendix A: Request Letter to the Head Master

Date.....

The Head Master

.....

.....

Subject: Request for providing support to thesis student

Dear Sir/Madam,

I want to inform you that the Institute of Education and Research (IER) of Dhaka University conducts various types of educational research. In continuation of this tradition I would like to send one of my M.Phil research students **Rasel Babu** bearing registration number 004 to collect relevant data from your school on his study “**Nature of Questioning in English Language Classrooms Using Communicative Language Teaching Approach at Junior Secondary Level**”. He will need to observe the English lessons of grade VI, VII and VIII. He will also collect data through interviewing the English language teachers and some groups of selected students.

I hope you and your colleagues will provide all sorts of support to him in this regards.

Sincerely

.....

Md. Fazlur Rahman

Professor

Department of Language Education

Institute of Education and Research

University of Dhaka, Dhaka-1000

Appendix B: Classroom Observation Schedule

Identification

Name of the School:

School Location: Urban/Semi-Urban/Rural/Remote.

Address of the School:

.....

Classroom Observation Schedule

Name of the Teacher: Sex:

Grade: Section: Subject:

Observation Date	Observation		No. of pupils (head count)	No. of girls (head count)
	started at	ended at		

Name of the Lesson: Unit No:

Objectives of the Lesson (If Stated by Teacher):

1.

2.

3.

Checklist for Identifying the Questioning Pattern and Process in Classroom:

SL. No.	Observed Features	Question's Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Questions Asked in Classroom																				
Characteristics of Classroom Questioning																					
1	Question is related to objective: Y/N																				
2	Purpose of the question: M/W/A																				
3	Question is asked in: B/E/Mixed																				
4	Words used in question are students' level wise: Y/N/NT																				
5	Structure of question is correct: Y/N/NT																				
6	Questions are asked clearly: Y/N/NT																				
7	Questions are asked loudly: Y/N/NT																				
Types and Sources of Questions																					
8	Type of the question: O/C/Mixed/D/R/M/Y-N/Thought Provoking Others.. Example:																				
9	Domains of question: K/C/A/An/S/E																				
10	Source of Question: EoTB/CoTB/CbCaRL																				

Approach of Questioning

[illegible]

Participation of Students in Questioning:

[illegible]

47	Questions influence students to explore topic: Y/N/NT																			
48	Questions help students to interact among themselves: Y/N/NT																			
49	Questions create scope for students to argue: Y/N/NT																			
50	Questions grab students attention: Y/N/NT																			

Teacher's Questioning Techniques in General:

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Anything very special (positive) found through observation (lesson for others):

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Anything very alarming (negative) found through observation:

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Acronyms used:

Item number: 2,3,21,23,24,25,27 & 28 Y= Yes N= No	Item number: 4 M= Motivation W= Warm up A= Assessment	Item number: 5 B= Bangla E= English	Item number: 6,7,8,9,15,19,32,33,34, 35.36,37,38,39,40,41 Y= Yes N= No NT= Not Totally
Item number: 10 O= Open C= Close Mixed= Open+Closed D= Display R= Referential Y-N= Yes-No	Item number: 11 K= Knowledge C= Comprehension A= Application An= Analysis S= Synthesis E= Evaluation	Item number: 12 T= Teacher B= Boys G= Girls	Item number: 13 EoTB= Exercise of Text Book CoTB= Contents of Text Book CbCaRL= Connection between Contents and Real Life
Item number: 14 SoL= Starting of Lesson Mol= Middle of Lesson EoL= End of Lesson	Item number: 15,42,43,44,48,49 Y= Yes N= No NA= Not Always	Item number: 16,31 WC= Whole Class IB= Individual Boy IG= Individual Girl	Item number: 17 FBs= Front Benchers MBs=Middle Benchers BBs= Back Benchers
Item Number: 20 W= Word(s) Item number: 47 T= Teacher S= Students	Item Number: 26 C= Correct PC= Partially Correct InC= Incorrect	Item number: 29 T= Teacher P= Peer S= Student	Item number: 30 ICN= Informing whether correct or not Pr= Praising PrFG= Praising with Furthe Guidance V.Pn= Verbal Punishment P.Pn= Physical Punishment PnFG= Punishment with Further Guidance

Appendix C: Teacher Interview Schedule

Background Information:

Name of the School:.....
 Address:.....Type.....
 Location of the School:..... Context: Urban / Rural / Remote
 Name of the Teacher:.....
 Sex: Male / Female. Teaching Experience:..... Year(s)

Training of the Teacher:

Sl. No	Name of the Training	Institution	Duration
1			From..... to.....

- Which subject(s) do you teach?
- what classes do you teach English?
- Have you got opportunity to go through the English Curriculum? If yes, can you please tell me what sorts of instructions are given in the curriculum for teaching English Language?
- Have you got opportunity to go through the Teacher's Guide for EFT? If yes, please tell me what sorts of instructions are given in the Teacher's Guide for teaching English Language?
- How do you progress your lesson? How you can understand that your lessons progressing well or not? Give examples.
- Do you assess your students in classroom? If yes, give some examples. Are there any instructions in curriculum for assessing students in classroom? Could you please tell me about that?
- Do you ask questions to your students in classroom? If yes, why do you ask questions to your students?
- What factors do you consider while asking questions to your students? Give examples.
- Do you follow any techniques for asking questions to the students in classroom? If yes, please mention the techniques. How do you know about those techniques? What are the benefits of following those process of questioning?

What types of questions do you ask to your students? Please give example. Are there any benefits for asking such types of questions? How do your students react on those questions?

- Generally from what sources do you select questions for asking the students? Which questions do your students like most?
- Are you satisfied with the responses of students?
- For what types of questions students response easily by using their memory? Could you please give examples?
- When do you ask easy question? Please explain.
- Against what sorts of questions students respond by their own thinking? Please give me some examples.
- When do you ask difficult question? Please explain.
- Do you have any special techniques for asking difficult questions? If yes, Please explain.
- Does asking questions have any impact on students' learning? If yes, how?
- What sorts of questions should be asked to the students in classrooms to facilitate their learning? Why?
- What types of questions are answered well by the students? Why?
- How much time do you provide to your students to think about the question and to answer?
- Do you provide enough time to the students for answering questions well? If yes, why? If no, how much time should be given?
- If you provide more or less time then why? Do you have noticed any difference between the pattern and quality of student's answering because of providing more or less time for answering? Please explain in detail.
- Do you give feedback to your students on the response they provide? If yes, give examples.
- How do you react when any of your students fail to answer your questions? In that case what steps do you take?
- Do you encourage your students to ask questions in classroom? Is it important for students to ask questions in classroom? Please give reasons for your opinion.
- Do your students ask you questions in classroom? If yes when do they ask questions and what types of questions are asked by them?
- Have you ever tried to know what your students think about the questions you ask them in classroom? Do they share their views or opinion about the questions with you?

Appendix D: Focus Group Discussion (FGD) Schedule

Background Information

School:.....

Address:.....

Class:..... Number of participants:.....(B)+.....(G)=.....(T)

Participants' Details

Sl. No	Roll Number	Name of the Participants
01		
02		
03		
04		
05		
06		
07		
08		

Agenda

- General classroom practice
- Classroom assessment process
- Opinion about assessment process
- Favourite assessment practice
- Use of questioning for assessment purpose
- Types of questions asked by teacher
- Source of questions
- Difficulty level of the questions
- Process of asking questions
- Respondents
- Wait time
- Feedback from teacher
- Participation in questioning
- Ability to answer the questions
- Liking and disliking about questioning
- Beliefs about questioning
- Impact of questioning on learning

Appendix E: Opinionnaire for the Students (English Version)

Name of the School.....

Name of the Student.....

Class..... Roll..... Section.....

Dear Students,

This opinionnaire has been prepared to collect data for conducting a research of the Master of Philosophy (M.Phil) programme at the Institute of Education and Research, University of Dhaka. The title of the research is “**Nature of Questioning in English Language Classrooms Using Communicative Language Teaching Approach at Junior Secondary Level**”. To conduct this research, your opinion regarding the English classroom questioning is very important. The information you provide will be used for research purpose only and the confidentiality of the information will be strictly maintained. So, you are specially requested to help this study by providing accurate information.

Some statements have been included in the checklist. The statements provide your observation, opinion, liking-disliking and beliefs about questioning of English classrooms. For each statement you will find five options as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) to provide your opinion. One example has been given for your understanding.

Statement	SA	A	N	D	SD
Very often English teacher asks questions in class.		i/			

Now, please read the statements attentively and put tick mark in your opinion.

Questioning type and Process in Classroom:						
Sl. No.	Statements	SA	A	UD	D	SD
1	Very often English teacher asks questions in class.					
2	Most of the time English teacher asks questions in Bangla.					
3	I can understand teacher's questions easily.					
4	My teacher's voice is clear enough.					
5	I can answer teacher's questions very easily.					
6	Very often teacher asks such types of questions for which I need to think a lot to answer.					
7	I can answer teacher's questions in 1-2 words.					
8	Teacher asks questions from textbook only.					
9	Teacher asks the questions to the whole class.					
10	We all response together.					
11	Teacher instructs to raise hand who know the answer.					
12	Teacher called students by name to response the question.					
13	Teacher mainly asks questions to the students who get good marks in exam.					
14	Teacher asks most of the questions to the front benchers.					
15	Generally the front benchars reply to teacher's questions.					
16	Teacher rephrase the questions if necessary.					
Nature of Feedback:						
Sl. No.	Statements	SA	A	UD	D	SD
17	Teacher encourages students who can response.					
18	If anybody can answer one question then teacher asks him/her the next question.					
19	Teacher helps to answer the questions if anybody face difficulty.					
20	If anybody fail to answer teacher gives him/her punishment.					

My Participation in Classroom questioning:

Sl. No.	Statements	SA (2)	A (1)	UD (0)	D (-1)	SD (-2)
21	Very often I ask question to the teacher in English class.					
22	I feel shy to ask question.					
23	I am afraid of asking question.					
24	I ask question if I can't understand teacher's lecture.					
25	After asking the question teacher provides me time to answer.					
26	The time teacher allows me to answer is enough.					
27	I answer teacher's questions from my memory.					
28	I feel insecured if my teacher asks me questions.					
29	I am afraid to answer challenging question in English class.					
30	I answer only easy questions in English.					
31	I can answer challenging questions in English when the teacher asks me in small group.					
32	I can answer different questions in English when the teachers ask only me.					
33	I can answer questions better when teacher provide me times to think about it.					

My Attitude towards Classroom Questioning:

Sl. No.	Statements	SA	A	UD	D	SD
34	I like when my teacher asks me question.					
35	I like if my teacher asks me questions in Bangla in English class.					
36	I like the questions for which I can answer easily without any brainstorming.					
37	If I can answer questions only then I like question-answer.					
38	I like when my teacher calls my name for answering question.					
39	I like if my teacher praises me for my correct response.					
40	I like when my teacher corrects my answers if wrong.					
41	I like if my teacher allows me to ask questions.					
42	I like when teacher asks all students if they have any questions.					

Impact of classroom questioning in my English learning:						
Sl. No.	Statements	SA (2)	A (1)	UD (0)	D (-1)	SD (-2)
43	My English teacher's questions helps to develop our thinking skills in English.					
44	My teacher's classroom questions always make us active in English lesson.					
45	My teacher's classroom questions grabs our attention in English class.					
46	My teacher's classroom questions encourage us to think during English lesson.					
47	My teacher's classroom questions help us to pass in English examination.					
My Belief about Classroom Questioning:						
Sl. No.	Statements	SA (2)	A (1)	UD (0)	D (-1)	SD (-2)
48	Questioning method is more preferable than any other teaching method.					
49	Questioning helps me to increase my critical thinking.					
50	It is helpful for learning if teacher correct wrong answer.					
51	I believe questioning improves my English speaking.					
52	Questioning should be practiced more and more in English class.					
53	The more questions the teacher asks the more I will learn.					
54	When questioning students, teacher should call only on volunteering students.					
55	I believe that it is impolite to disagree with teacher even though I may have good reason.					
56	I believe it is better to listen my teacher and to follow textbook rather than speaking in classroom.					
57	Classroom questions facilitate discussion and communication in English class.					
58	Questioning can develop inquiry attitudes of students in English.					
59	A lot of time is wasted in learning when the teacher asks questions.					

Thank you very much for providing your opinion with patience.

Appendix F: Opinionnaire for the Students (Bangla Version)**শিক্ষার্থীদের মতামতমালা**

বিদ্যালয়ের নামঃ.....

শিক্ষার্থীর

নামঃ.....

শ্রেণীঃ..... রোলঃ..... শাখাঃ.....

প্রিয় শিক্ষার্থী বন্ধুরা,

এই মতামতমালাটি ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটের এম ফিল কার্যক্রমের গবেষণা সংক্রান্ত কাজের তথ্য সংগ্রহের জন্য প্রস্তুত করা হয়েছে। গবেষণাটির শিরোনাম হচ্ছে, “Nature of Questioning in English Language Classrooms Using Communicative Language Teaching Approach at Junior Secondary Level”। গবেষণা কর্মটি পরিচালনার জন্য তোমার কাছ থেকে কিছু তথ্য নেয়া বিশেষ প্রয়োজন। তোমার দেয়া তথ্যগুলো শুধু গবেষণা সংক্রান্ত কাজের জন্যেই ব্যবহার করা হবে এবং তথ্যের গোপনীয়তা সম্পূর্ণ রক্ষা করা হবে। তাই নির্ভয়ে সঠিক তথ্য দিয়ে গবেষণাটিতে সহায়তা করার জন্যে তোমাকে বিশেষভাবে অনুরোধ করা হল।

এই মতামতমালাটিতে কিছু বাক্য সংযুক্ত করা হয়েছে। বাক্যগুলোর মাধ্যমে ইংরেজী শ্রেণীকক্ষে জিজ্ঞাসিত প্রশ্নাবলী সম্পর্কে তোমাদের পর্যবেক্ষণ, মতামত, পছন্দ-অপছন্দ প্রভৃতি বিষয়গুলো উপস্থাপন করা হয়েছে। বাক্যগুলোতে তোমরা পাঁচভাবে মতামত দিতে পার যেমনঃ সম্পূর্ণ একমত, একমত, নিরপেক্ষ, একমত নই এবং মোটেও একমত নই। বাক্যগুলো মনযোগ সহকারে পড় এবং তোমার মতামতের ঘরে টিক (i /) চিহ্ন দাও।

যেমনঃ

ইংরেজী শিক্ষক শ্রেণীতে প্রায়ই প্রশ্ন করেন।

সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত নই	মোটেও একমত নই
i /				

শ্রেণীকক্ষে ব্যবহৃত প্রশ্নের ধরণ এবং প্রক্রিয়াঃ

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত নই	মোট একমত নই
১। ইংরেজী ক্লাশে শিক্ষক প্রায়ই প্রশ্ন করেন					
২। ইংরেজী শিক্ষক অধিকাংশ সময় বাংলায় প্রশ্ন করেন					
৩। ক্লাশে শিক্ষকের প্রশ্ন আমি সহজে বুঝতে পারি					
৪। আমার ইংরেজী শিক্ষকের কঠোর যথেষ্ট স্পষ্ট					
৫। শিক্ষকের প্রশ্নগুলো আমি সহজে উত্তর করতে পারি					
৬। প্রায় সময় শিক্ষক এমন ধরনের প্রশ্ন করেন যার জন্য আমাকে অনেক ভেবে উত্তর দিতে হয়					
৭। আমি ১-২ শব্দে শিক্ষকের প্রশ্নের উত্তর দিতে পারি					
৮। শিক্ষক শুধুমাত্র বই থেকেই প্রশ্ন করেন					
৯। শিক্ষক ক্লাশে সবার উদ্দেশ্যেই প্রশ্ন করেন					
১০। আমরা সবাই একসাথে শিক্ষকের প্রশ্নের উত্তর দেই					
১১। প্রশ্নের উত্তর যারা জানে শিক্ষক তাদের হাত তুলতে বলেন					
১২। প্রশ্নের উত্তর দেবার জন্যে শিক্ষক নাম ধরে শিক্ষার্থীদের ডাকেন					
১৩। পরীক্ষায় যারা ভাল নম্বর পায় শিক্ষক সাধারণত তাদেরকেই প্রশ্ন করেন					
১৪। সামনের বেঞ্চে যারা বসে শিক্ষক সাধারণত তাদেরকেই প্রশ্ন করেন					
১৫। সাধারণত সামনের বেঞ্চে শিক্ষার্থীরাই শিক্ষকের প্রশ্নের উত্তর দেয়					
১৬। প্রয়োজনে শিক্ষক কোন প্রশ্নকে নতুন করে (Rephrase) উপস্থাপন করেন					
ফলাবর্তনের প্রকৃতি					
১৭। যারা প্রশ্নের উত্তর দিতে পারে শিক্ষক তাদের উৎসাহিত করেন					
১৮। কেউ একটি প্রশ্নের উত্তর দিতে পারলে শিক্ষক তাকে আবারও প্রশ্ন করেন					

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত নই	মোট একমত নই
১৯। প্রশ্নের উত্তর দিতে কেউ সমস্যার সম্মুখীন হলে শিক্ষক তাকে সহায়তা করেন					
২০। কেউ উত্তর করতে না পারলে শিক্ষক তাকে শাস্তি দেন					
ক্লাশে প্রশ্নোত্তর পর্বে আমার অংশগ্রহণ					
২১। ইংরেজি ক্লাশে আমি প্রায়ই শিক্ষককে প্রশ্ন করি					
২২। প্রশ্ন করতে আমার লজ্জা লাগে					
২৩। প্রশ্ন করতে আমার ভয় লাগে					
২৪। শিক্ষকের পড়ানো বুঝতে না পারলে আমি প্রশ্ন করি					
২৫। প্রশ্ন করার পর শিক্ষক আমাকে সময় দেন ভাববার জন্য ও উত্তর করার জন্য					
২৬। ভাববার জন্য ও উত্তর করার জন্য শিক্ষক আমাকে যে সময় দেন তা যথেষ্ট					
২৭। শিক্ষকের প্রশ্নের উত্তর আমি সূতি (মুখস্ত জ্ঞান) থেকে উত্তর দিতে পারি					
২৮। শিক্ষক আমাকে প্রশ্ন করলে আমি ভীতু হয়ে যাই					
২৯। ইংরেজি ক্লাশের কঠিন প্রশ্নগুলোর উত্তর দিতে আমার ভয় হয়					
৩০। শুধু সহজ প্রশ্নগুলোই আমি ইংরেজিতে উত্তর করি					
৩১। ছোট গ্রুপে কাজ করলে শিক্ষকের কঠিন প্রশ্নের উত্তর দিতে পারি					
৩২। শিক্ষক যখন শুধুমাত্র আমাকেই প্রশ্ন করেন আমি তখন উত্তর দিতে পারি					
৩৩। শিক্ষক যখন আমাকে প্রশ্ন সম্পর্কে ভাবার সময় দেন তখন ভালো উত্তর দিতে পারি					
ক্লাশের প্রশ্নগুলোর প্রতি আমার মনোভাব					
৩৪। শিক্ষক আমাকে প্রশ্ন করলে আমি তা পছন্দ করি					
৩৫। ইংরেজি ক্লাশে শিক্ষক আমাকে বাংলায় প্রশ্ন করলে আমি তা পছন্দ করি					
৩৬। মাথা না খাটিয়ে যেসব প্রশ্নের উত্তর করা যায় আমি সেগুলো পছন্দ করি					
৩৭। আমি প্রশ্নোত্তর তখন পছন্দ করি যখন আমি প্রশ্নের উত্তর দিতে পারি					

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত নই	মোট একমত নই
৩৮। শিক্ষক যদি আমাকে নাম ধরে প্রশ্নের উত্তর দিতে বলেন আমার ভাল লাগে					
৩৯। সঠিক উত্তরের জন্য যখন শিক্ষক প্রশংসা করেন আমার ভালো লাগে					
৪০। আমার ভুল উত্তর যদি শিক্ষক সংশোধন করে দেন আমার ভালো লাগে					
৪১। শিক্ষক যদি সবাইকে জিজ্ঞেস করেন কোন প্রশ্ন আছে কিনা, আমার ভাল লাগে					
৪২। শিক্ষক যদি আমাকে প্রশ্ন করতে দেন আমি পছন্দ করি					
আমার ইংরেজি শিখনে ক্লাশে জিজ্ঞাসিত প্রশ্নের প্রভাব					
৪৩। ইংরেজি ক্লাশে শিক্ষক যে প্রশ্নগুলো করেন সেগুলো আমার চিন্তা শক্তি বাড়ায়					
৪৪। ইংরেজি শিক্ষকের প্রশ্নগুলো ক্লাশে আমাদের সক্রিয় রাখে					
৪৫। ইংরেজি শিক্ষকের প্রশ্নগুলো আমাদের মনোযোগ ধরে রাখে					
৪৬। ইংরেজি ক্লাশের সময় পাঠ নিয়ে চিন্তা করতে প্রশ্নগুলো আমাদের উৎসাহিত করে					
৪৭। ইংরেজি শিক্ষক যেসব প্রশ্ন করেন সেগুলো আমাদের পরীক্ষা পাশে সহায়তা করে					
শ্রেণিকক্ষের প্রশ্রাবলী সম্পর্কে আমার বিশ্বাস					
৪৮। অন্য যেকোন পদ্ধতির চেয়ে প্রশ্নোত্তর পদ্ধতিতে পড়ালে তা অধিক কার্যকর					
৪৯। ক্লাশের প্রশ্নগুলো আমার সমালোচনামূলক চিন্তন দক্ষতা বাড়াতে সহায়তা করে					
৫০। শিক্ষক যদি ভুল সংশোধন করে তা আমাকে শিখতে সহায়তা করে					
৫১। শিক্ষক প্রশ্ন করলে আমার ইংরেজি বলার দক্ষতা উন্নত হয়					
৫২। ক্লাশে বেশি বেশি প্রশ্নোত্তর চর্চা করা উচিত					
৫৩। শিক্ষক আমাকে যতো বেশি প্রশ্ন করেন আমি ততো বেশি শিখি					
৫৪। যারা স্বেচ্ছায় উত্তর দেয় শুধু তাদেরকেই সুযোগ দেয়া উচিত					

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত নই	মোট একমত নই
৫৫। আমার ভালো যুক্তি থাকা সত্ত্বেও শিক্ষকের কথার সাথে দ্বিমত পোষণ করা অভদ্রতা					
৫৬। নিজের কথা বলার চেয়ে শিক্ষকের কথা শোনা ও বই অনুসরণ করা ভালো					
৫৭। পরস্পরের সাথে আলচনা করতে ও নিজেদের ভাবের আদান প্রদান করতে ক্লাশের প্রশ্নগুলো সহায়ক					
৫৮। প্রশ্ন করলে অনুসন্ধানমূলক মনোভাব উন্নত হয়					
৫৯। শিক্ষক যখন প্রশ্ন করেন তখন অনেক সময় নষ্ট হয়					

ধৈর্য্যসহকারে মতামত দেয়ার জন্য তোমাদের অনেক ধন্যবাদ ।

Appendix G: Sample Questions from the English Classes

What is this? (Showing a picture)

What is your father name?

What is your name?

What is his father doing?

Who is a member of farmer cooperative?

Does Sabina's father live in a village?

What is conditional sentence?

Nuri kon person?

I kon person?

Spoke ta ki present form?

Do you know any animal who live in jungle?

What can you see in the picture?

Appendix H: Sample of Classroom Talk while Questioning

In a Lesson about Family

Teacher: What is your father's name?

Student: No answer

Teacher: My father name is.....

Teacher: What is your father?

S: No answer

Teacher: Ki koren?

Teacher: Shikkhagoto joggota koto?

Student: B.A

Teacher: Bastob?

Student: Ho

Teacher: Tini ki koren?

Student: Baba achen

Teacher: Ki koren?

Student: Business

Teacher: Ki dhoroner business koren?

Student: Bidesh

Teacher: Bideshe ki.....

Teacher: What do your father do? What is your father?

Student: My father name is Mukul

Teacher: I ask you what does he do..

In a Lesson about Fox

Teacher: Do you know any animal who live in jungle?

Students: Mr. Fox

Teacher: another?

Student: Tiger

Teacher: another animal?

Student: Lion

Teacher: Very good. Another?

Student: Monkey

Teacher: Banglay ki bole?

Student: Bandor

Teacher: Have you open the book? Got the lesson?

Teacher: What can you see in the picture?

Students: Mr. Fox

Teacher: How many Fox can you see in the picture?

Student: Nine

Teacher: Sobai chinona? (after drawing a picture of Fox)

Student: Ha