An Exploration of EFL Teacher's Questioning Strategies " Simplification and Repetition"

The Case of First and Second Year LMD Teachers of English, University of Jijel

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Declaration

I hereby declare that the dissertation entitled "Investigating Students' Appreciation of Culture Conceptualization through Cross Linguistic Morpho-Phonological Analysis Perspective Impacting Their Cultural Awareness", is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work.

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Maissa REMICHI

Dedication

Before everything, I dedicate this wholeheartedly work to me, my family and my closest.

A special feeling of gratitude to my loving parents, Hassane and Badia whose words of encouragement and push for tenacity ring in my ears. My sisters Bouchra ,and Abir, who have never left my side and are very special.

To my best person, partner, and friend Mayssa, who was always by my side through this long journey.

I also dedicate this dissertation to my friends: Noura, and Nada.

Chayma

Dedication

I dedicate this work to me first, to my beloved parents: Samia and Noureddin who always

supported me. To my siblings Fatiha and Mohammed who have always been by my side

whenever I needed them.

To my bestie, the one and only who gave me her unconditional love and care; Chaima

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Abstract

Questioning strategies are considered as an effective method that teachers use in order to promote classroom interaction. Questioning and answering processes occur to persuade students to speak and get them engaged. Therefore, the purpose of the current study is to investigate the questioning' strategies that teachers of English as a foreign language (EFL) use in their classes to improve class participation. Based on that, it was hypothesized that if EFL teachers of Mohammed Seddik Ben Yahia University use questioning strategies, classroom interaction will be promoted. To review this topic, a case study was conducted at Mohammed Seddik Ben Yahia University, particularly in the department of English where 11 first and second-year teachers were selected as a sample. The data was gathered using a qualitative approach. Classroom observations were arranged with first and second-year EFL teachers, and a semi-structured interview was conducted with (06) randomly selected teachers in order to have insights about the used questioning strategies by teachers and also about learners' reactions to these strategies. After analyzing the obtained data, the findings proved to be effective. Based on these findings; a number of pedagogical recommendations are given to teachers in addition to some limitations of the study.

Keywords: Questioning strategies, Classroom interaction EFL

List of Abbreviations

1. **EFL:** English as a Foreign Language

2. **L:** Learner

3. **LS:** Learners

4. **T:** Teacher

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<center>**General Introduction**</center>

1. Background of the Study

Questions are the most important tool a teacher can use to build a community of thinkers. The effective use of questions encourages the students to become more curious and free to present their thoughts, needs, and weaknesses (Esther, 2012). Richards (2003) asserted that the questioning and answering act that occurs between students and teachers is the most frequent event in EFL classrooms. The research held about this topic always concluded that classes that support questioning act are more active.

Questioning behaviour has a long and old history as an educational strategy. Teaching with questions began with Socrates and has maintained its importance and validity till today, in which his method of questioning has always had a great impact on teaching (Cotton, 2001). Teachers in classroom settings, use different types of questions and question strategies as tools to motivate students about the content to be learnt and the way of learning it. Hence, using questioning strategies effectively in the teaching process is the teacher's main role as the monitor of the learning process.

Esther (2012) emphasized the great impact effective questioning has on classroom interaction. He stated that interaction produced by effective questioning enables students to improve their critical thinking compared to other perceptions. According to Cotton (2001), instructions using questioning are more likely to provide positive outcomes than instructions neglecting the use of questioning; that is to say, a good question guides students to answer appropriately and raise their interaction in the class. In the words of Brown (2001), classroom interaction contains more teachers' questions than any other procedure. One can presume that, in order for a teacher to be an initiator of interaction, they are required to use questioning strategies.

<center>1</center>

Dagrin (2004) argued that, in classroom settings, teachers and students influence each other. In other words, students' interaction depends on teachers' questioning strategies that are used to meet students' needs from one hand; on the other hand, students' reactions to these strategies influence teachers' classroom interaction continuity. Therefore, teachers should choose appropriate questions and questioning strategies in order to lead students to acquire the best learning experiences.

2. Statement of the Problem

Through the researchers' experience as students, classroom interaction has always depended on the teacher as an initiator and sustainer to start the lecture; they may start with questions or other ways. However, one of the major problems most students face is when they are not able to discuss a topic through answering teachers' questions. As a result, the teaching and learning process will not run smoothly because of the lack of interaction in the class. Some teachers succeed in promoting class interaction because they are skilful when choosing appropriate questioning strategies, while others may fail. That is to say, classroom interaction depends on the question strategies used by teachers. Therefore, this study will investigate the used questioning strategies by teachers at Mohammed Seddik Ben Yahia University and their impact on classroom interaction.

3. Aims of the Study

The current study, conducted at the department of English, University of Mohamed Seddik Ben Yahia-Jijel, intends at first place to investigate the questioning strategies used by teachers in the class. It also emphasizes the importance of using questioning strategies to promote classroom interaction.

This study can be considered significant to teachers, as it highlights their attitudes and perceptions about questioning behaviour and its necessity which will open new horizons for more research concerning this matter.

4. Research Questions

To put the issue into perspective, the present study aims to answer the following research questions:

1. What are the questioning strategies used by EFL teachers at Mohammed Seddik Ben Yahia University?
2. What is the impact of questioning strategies on classroom interaction?

5. Research Hypothesis

Based on the problem of the study and the research questions, it has been hypothesized that if teachers of Mohammed Seddik Ben Yahia University use questioning strategies, classroom interaction will be promoted.

6. Research Methodology

The choice of any research method should be determined by both the nature of the problem under study and the purpose of the research. In order to test the hypothesis and collect the required data, a descriptive method is to be followed. The researchers use two different instruments. First, a classroom observation will take place in different sessions with first and second-year students at Mohammed Seddik Ben Yahia University. Second, a semi-structured interview will be conducted with some teachers of English at the same university; to determine whether they use questioning strategies to promote classroom interaction.

7. Structure of the Study

The present study consists of two main chapters. The first chapter concerns the literature review related to the topic. The first chapter is divided into two sections; the first section deals with the notion of questioning strategies and the second one is devoted to the concept of classroom interaction. While the second chapter is devoted to the fieldwork; it serves as a description of the study methodology and research instruments as well as analysis and discussion of the results obtained. Furthermore, it states the limitations of the study and different pedagogical recommendations.

Chapter One: Questioning Strategies and Classroom Interaction

Section One: Questioning Strategies

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Chapter One: Questioning Strategies and Classroom Interaction

Section one: Questioning Strategies

Introduction

The current chapter deals with the notion of questioning strategies as in-class tools that help maintain classroom interaction. It begins with the definition of questions and teachers' questions, the types of teachers' questions, the definition of questioning and questioning strategies, and then it deals with Wu's Classification of questioning strategies. Also, this chapter emphasizes the importance of questioning strategies, and finally, the effectiveness of questioning in eliciting students 'verbal responses comes to conclude the chapter.

1.1. Definition of Questions

According to Dayal (2016), questions have always been a remarkable field of study in semantics. Experts differed in their way of defining the term "question". Nashruddin & Rahmawati (2020) defined questions as, any sentence, phrase, or gesture that is posed in order to elicit information through a reply. In the same vein, Wu (1993) stated that questions are any utterances expressed to get the information related to a certain subject or material. It means that when a question is asked, the listener needs to answer. According to Cotton (2001) and Hornby (2008), a question is a sentence in form of interrogation produced by the speaker to the listener in order to remove ambiguity. Similarly, Seime (2002) defined questions as any statement intended to evoke a verbal response. That is to say, questions are used to request information. Hayano (2016) added that a question is a statement uttered that commands an embodied response. In other words, questions are used to request information. In addition, questions serve as devices for initiating discourse; when someone is sitting with people who do not know, a question is a solution to start a conversation. To sum up, based on these definitions, it can be generalized that the word "question" refers to any idea that requires a response from the listener or audience.

1.2. Definition of Teacher Questions

In classroom settings, teacher questions are most common for their great impact on achieving good learning outcomes; they are highly used as an instrument to create interaction in EFL classes. Cotton (2001) reported that, in classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learnt and directions for what they are going to do and how they are going to do it. According to Ma (2008), teacher questions have always been the most ubiquitous phenomenon observed in the classroom, as well as one of the most frequently-adopted devices favoured by most teachers (as cited in Erianti, 2018, p.11). Puliastuti (2008) added that posing questions in the teaching and learning process is one of the effective ways to force students to think, learn and develop their thinking skills. One can fairly presume that questions oblige students to bring their previous knowledge in order to answer.

Teachers use questions in their teaching process to engage learners' attention, achieve educational goals, and check students' understanding of knowledge that has been presented (Moghdem & Barjesteh, 2014). On the other hand, Milawati and Suryati (2019) stated that teachers use questions as a device to assess the learning objectives and facilitate the needs analysis process; which means, a teacher will recognize the students' weaknesses through asking questions.

Nahlapo (1999) reported that the quickest strategy to make students communicate is to ask them questions. Namely, teachers' questions are a powerful tool that can put the questionnaire in control over the entire conversation, since a question is a first action which makes a response relevant. According to Esther (2012), some teachers use questions only when they already know the answer and they want to elicit it from the learners, this way encourages students' creativity and sense of discovery; while the role of questions is

to promote communication and interaction. One can fairly presume that questions' main role is to encourage students to engage in class communication even though they make errors; the important thing is to share their information. To summarize, teacher's questions facilitate the teaching and learning processes and promote student participation effectively.

1.3. Types of Teachers' Questions

EFL classroom teachers choose different types of questions to make teaching effective and to generate classroom interaction. Experts differed in their way of designing questions' classifications; like Bloom's taxonomy, Richard and Lockharts (1994), and Wu (1993). However, this part is mainly concerned with Wu's modal.

Wu (1993) conducted his research based on Long & Sato's study (1983), it was found that, based on the grammatical forms, there are four types of questions: referential questions, display questions, closed questions, and open questions.

1.3.1. Referential Questions

Yang (2010) defined referential questions as a type of questions in which the teachers seek to elicit new information they do not know. Similarly, Long and Sato (1983) defined them as questions to which the teacher does not already know the answer, for example: "have you finished?" (As cited in Wu, 1993, p.51). Answers to such types of questions are usually subjective information depending on the learner's personal opinion (Kao, 2012).

1.3.2. Display Questions

Display questions are questions the teacher already knows the answer to. They are asked to display previous knowledge (Long & Sato, 1983). In the same vein, Ellis (1992)

defined this type as one asked to assess whether the addressee remembers particular knowledge.

1.3.3. Closed Questions

Closed questions are defined as "a question which expects a small number of possible responses as its acceptable answers, for example: 'can everybody see that?' is answerable by yes or no (Wu, 1993, p.51)". Rohmah (2010) asserted the fact that closed questions have only one short, simple answer.

1.3.4. Open Questions

Open questions can be more difficult and may elicit a multitude of different potential answers. It is not necessary to get only one correct answer, different answers from different students could be marked. From a side, Yang (2010) defined this question type as all the questions that accept more than one answer. From another side, Ma (2008) described it as a question that needs a longer answer.

To conclude, classrooms, where teachers use different types of questions, are more interactive than classrooms with teachers who do not. Therefore, the types of questions and how they are presented are crucial in building students' abilities to produce answers at several levels of thought.

1.4. Definition of Questioning

A form of promoting interaction in classrooms and allowing students to communicate by using the target language is "questioning". It has been thought that there is a

relationship between asking good questions and effective teaching. According to Cotton (1989), questioning is an instrument used by teachers as a stimulus to emerge students' verbal responses. It is a technique used all over the world mainly with initiation response patterns. Questioning encourages students to talk because teachers are more likely to speak when they ask questions, whereas students are more likely to speak when they answer (Dillon, 1981).

Questioning takes up a significant amount of teaching and learning time. According to previous studies, teachers spend 40 percent to 50 percent of their instructional time questioning (Cotton, 2001). During the teaching and learning process, teacher questioning is commonly used as one type of reciprocal exchange of teaching skills between students and teachers (Erianti, 2018). Concerning the questioning-answering process, both teacher and students are engaged. Teachers employ a variety of questions and questioning types as part of their teaching strategies, not only to enhance interaction in the classroom, but also to motivate learners to communicate in real-life situations, develop students' thinking skills, and improve students' self-confidence.

To conclude, a good question might motivate students to offer a favourable response to the inquiry; however, achieving such a response is not easy. Not only does a teacher need to think of a good question that they must provide, but they also need to think about a strategy for asking questions.

1.5. Definition of Questioning Strategies

The term "strategy" is defined according to Hyman (1979) as a carefully prepared plan involving a sequence of steps designed to achieve a given goal (as cited in Fatmawati et al., 2020, pp.59-72).However, one can be confused between the term "technique" and "strategy"; but, they are used interchangeably in the context of education. Questioning strategies are, then, methods used by teachers to guide their questions in order to elicit verbal responses from students, so that classroom interaction is ameliorated.

Guest (1985) in Sujariati stated that "questioning strategy" is one of the important tools to extend students' learning which can help teachers develop their own strategies to enhance the students' work and thinking"(p.2). In other words, questioning strategies are crucial for the acquisition of thinking skills, and creative and higher thinking abilities.

Questioning when used by a skilful teacher can give students more advantages. However, according to Wragg and Brown (2001), good questions are not enough to maintain perfect interaction; teachers should succeed in managing their questions. In other words, teachers should pay attention while choosing the appropriate strategy for the question to be asked, in order to elicit information from students, and at the same time to make students engage in the discussion. The question itself does not guarantee the improvement of the quality and quantity of classroom interaction, attention must also be paid to questioning strategies (Wu, 1993).

1.6. Types of Questioning Strategies (Wu's Classification)

After reviewing the literature, many researchers such as Fisher, 2009; Wragg and Brown, 2001; Goodwin, 1992; Chaudron, 1988; Moore, 2007, highlighted different classifications of questioning strategies. Nevertheless, the current research is mainly focused on Wu's research on questioning strategies. As proposed by Wu (1993), there are

five dominant strategies used by teachers to solicit students' speaking practices: rephrasing, simplification, repetition, decomposition and probing.

1.6.1. Rephrasing

Rephrasing means expressing the question in an alternative way when it is not clear. Milawati and Suryati (2019), defined it as a questioning strategy employed by different teachers to arouse correct answers by rewording the question. That is to say, when students react passively to the question asked, teachers, change either the structure or the keywords, so that, their students would understand the question easily. Others defined it as a technique used when a student provides an incorrect answer, in the place of telling them that they gave a wrong answer, or choosing another student to answer.

Teachers will do better if they change the structure of the question to make it clearer. Sometimes rephrasing is applied only by shortening the questions (Milawati & Suryati, 2019). In other words, unnecessary ideas are deleted, and only keywords are kept. For example:

Teacher: What are the most used tenses?

Students: (Silence)

Teacher: What tenses do you use often in your daily life?

Figure 1: Example of Rephrasing Strategy

1.6.2. Simplification

Simplification means to make the complicated questions, clearer or easier through the use of different methods, such as giving examples, clues, and focusing words; lexical parts of the initial question are simplified. When students react passively, the instructor can

provide some information to help students come up with the answer. It is a bit similar to rephrasing because both try to deliver the idea of the question through changing words (Wu 1993). Simplification is often used when teachers use new words. For example:

Teacher: Which tense do we use in such situations?

Students: (No answer)

Teacher: When we find these time markers such as tomorrow, next year coming days which tense will be used?

Figure 2: Example of Simplification

1.6.3. Repetition

Repetition is a strategy that involves intentionally repeating a word or the whole question for effect, two or more times to provide clarity (Literary devices editors, 2013). Teachers use this strategy for some purposes; to ensure that all students are paying attention to the question, to see whether the students have grasped the question, to encourage students to raise their voices, to give students an amount of time to think more before answering, and to engage the class to interact actively. Repetition is the appropriate strategy when the problem faced has a relation to students' low listening skills (Wu, 1993). For example:

Teacher: Do you know what the difference between quoting and rephrasing is?

Student: (Silence)

Teacher: (Points to a student) Do you know what is the difference between quoting and rephrasing?

Figure 3: Example of Repetition Strategy

1.6.4. Decomposition

Decomposing a question means breaking it into smaller units. When students find difficulties while understanding the question because of the complexity of the question's structure, teachers compose different questions depending on the first one (Wu 1993). According to Dykema and Schaeffer (2006) in their study about using decomposition as a questioning strategy to improve the accuracy of reporting about events and behaviours, decomposition is the separation of one general question into two or more specific questions to be able to answer the first inquiry. While using this strategy, more chances are given to students to explain their opinions, by answering two or three questions rather than answering only one question. For example:

Teacher: What is an essay?

Student: (Silence)

Teacher: What is a form of an essay?

Student: A group of paragraphs.

Teacher: What are the steps of writing an essay?

Figure 4: Example of Decomposition Strategy

1.6.5. Probing

Probing is a form of questioning that stimulate students to extend their answers in the classroom (Linning, 2018). According to Esther (2012), probing questions search for more information to enhance students thinking skills. It is a type of asking strategy in which the teacher questions learners' initial answers, which may be cursory, and encourages them to think more about the previous question's reply (Milawati & Suryati, 2019). In other words, the initial response of students may be superficial; the teacher needs to probe their answers

to get students more involved. "Probing involves a series of questions or comments usually addressed to one student that is designed to elicit a more complete or more adequate answer, frequently teachers probe to encourage students to think at higher levels, to support their statements. The main function of probing is 'why'" (Hunkins, 1995, pp.211-212). Namely, probes can be used to; investigate students' knowledge and help students in establishing relationships. For example:

Teacher: Do you use internet every day?

Student 1: Yes, but not for long periods.

Student 2: Yes all the time.

Teacher: What are the advantages and the disadvantages of using internet?

Figure 5: Example of Probing Strategy

To sum up, using such strategies can facilitate solving problems students might face. For instance, when students could not understand what has been asked, the teacher will use one of the mentioned strategies in order to make questions clearer and more understandable.

1.7. The Importance of Questioning Strategies

Since Socrates' time, questioning has maintained its importance during the educational process (Sadker & Sadker, 1988). According to Ma (2008), questioning strategies are learning tools that guide classroom interaction. Most teachers use questions as the best instrument to promote interaction. Since questions need to be answered, learners will be obliged to contribute to the interaction. As a matter of fact, in a passive classroom where teachers control interaction; students' chances to communicate in the target language are

limited (Yang, 2010). That is to say, students should be involved in classroom interaction through the use of questioning to enable students to voice their ideas and thoughts.

Brown and Wragg (1993) highlighted several functions of questioning such as "to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, and to stimulate pupils to ask questions of themselves and others" (as cited in Ndun, 2015, p.15). In the line with this, Ma (2008) and Hamiloglu & Temiz (2012) added to their ideas some functions such: to elicit a specific form of vocabulary item, checking on understanding, and diagnosing specific difficulties.

Furthermore, Promoting thoughts and inspiring inquiry in students is the main work of a teacher, which is accomplished by questioning (Adedoyin, 2015). Related to this, Esther (2012) declared: "effective questioning: encourages students' discovery of new interests and increases their awareness of the potential of ideas and concepts; promotes deeper thinking about ideas, concepts, and beliefs; and creates a safe climate for diverse perspectives in classroom discussions" (Esther, 2012, p.1).

In addition to this, Guest (1985) considered the questioning strategy as an important tool to facilitate learning on one hand and attain the teaching process from another hand. In the same vein, Stair (2005) added that questioning is the best assessing tool to analyze students' academic progress and their critical thinking. That is to say, teachers use questions to check students' level.

To put it differently, teachers use questions to testify if students become more curious and effectively engaged in learning when they can question, examine, and argue about the discussed topic. In addition to the great impact of questioning on the listening skill;

students become better listeners and they learn to respect and accept others' thoughts (Esther, 2012). Lastly, a good teacher is a good selector of good questioning strategies.

1.8. Effectiveness of Questioning Strategies

A wide range of studies were conducted to explore the effectiveness of teachers' questioning within the classroom context. According to Wu (1993), asking a series of questions before giving students time to think and speak is an unproductive method, only the last question is likely to elicit an answer, if this method is utilized, the other questions are frequently neglected. In relation to his main study, he pointed out two effective strategies "probing" and "decomposition". Wu (1993) showed that rephrasing, repetition, simplification, and decomposition are used when the teacher failed to elicit the initial answers, probing is mainly concerned with encouraging students to elaborate on their answers; it extends students' thinking skills and creativity. He claimed that the decomposition strategy is effective because of its nature of being the only strategy that gives more chances to students to speak and to answer many times, while other strategies elicit only one answer.

Fitriati et.al (2017) highlighted that repetition and decomposition are the most used strategies. Repetition was often used because it was the easiest and simplest strategy; teachers simply repeat the question several times without changing any word. Students are given also an extra amount of time to confirm the teachers' questions in order to make them confident to respond. This strategy also resulted in making students more focused. Some non-verbal clues were used to help students' comprehension, such as body gestures, facial expressions, and voice audibility. Although Moritoshi (2002) based his study on Chaudron's model (1988) which includes: modified pronunciation, changing rate of speech, using basic vocabulary, repetition, poses, rephrasing, and translation; he found that

repetition was the most used strategy with 82%. Chaudron (1988) himself suggested that teachers' choice of questioning strategies was limited to just a few dominant strategies such as repetition; it is the most commonly used by teachers during lessons. Decomposition strategy promotes class interaction, through the discussion of more than one question rather than discussing only one question which is not clear in the first place.

Conclusion

Throughout this section, the concept of questions has been discussed generally, and teachers' questioning strategies specifically. The types of questions were based on Long and Sato's model (1984); referential, display, closed, and open. The classification of questioning strategies was based on Wu's classification (1993); rephrasing, simplification, repetition, decomposition, and probing. However, teachers in EFL settings used different questioning strategies to make the teaching-learning process more active and enhance learners' proficiency.

Section Two: Classroom Interaction

Introduction

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Section Two: Classroom Interaction

Introduction

It is noticeable that the idea of classroom interaction is taking a wide range of attention, particularly in the field of EFL. Teachers of EFL see it as an effective way of learning the target language. As a result, this chapter seeks to provide an overall view of classroom interaction that includes several researchers' opinions on the notion. Then, it focuses on the main types of classroom interaction. In addition, it sheds light on the most prominent factors that affect classroom interaction. As, it aims to emphasize the importance of classroom interaction. Finally, it tries to describe the application of questioning strategies in classroom interaction.

1.1. An Overview of Classroom Interaction

In EFL classes, classroom interaction is an important element that plays a basic role in the whole learning process. According to Walsh (2013), interaction is a way to communicate that requires collective competence by all participants. That is, in an educational context the participants involve both teacher and learners. It is a mutual exchange of opinions, emotions, or ideas between the instructors and learners (Brown, 2007). According to Allwright (1984), interaction is defined as the fundamental pedagogy and it is claimed that successful pedagogy involves the successful management of classroom interaction (as cited in Belabed, 2018, p.6). In other words, if the teacher succeeds in promoting classroom interaction, a successful teaching-learning process is provided. The process enables both teachers and students to ameliorate their language proficiency (Van Lier, 1988). By a way of explanation, in EFL classrooms, the interaction between student and teacher is an opportunity for both to use and practice their language.

Therefore, classroom interaction works as the main process that reinforces students' linguistic resources and provides adequate communication skills (Thapa and Lin, 2013).

Classroom interaction is crucial in EFL settings for many reasons such as preventing communication breakdowns. In relation to the importance of interaction, Long (1996) asserted on the role interaction plays to facilitate the acquisition of language, as a result of the conversational and linguistic modifications occurring in classroom discourse. According to Lui and Zhao (2010), an interactive classroom is efficient for students because they can increase their language store, have the opportunity to understand, and help them to learn the target language easily and quickly (as cited in Erianty, 2018, p.1). Nasir, Yusuf, and Wardana (2019) claimed that typical classroom interaction is the one giving students opportunities to discuss in order to encourage them to practice the language, and put on them some responsibilities. Moreover, interaction ameliorates students' capacities to socialize outside the classroom. Interaction can also help teachers to assess students' progress and development. The discussion between teachers and students, discussions among students, group discussions and any other type of participation that occurs in the classroom results in an interactive classroom (Long & Sato as cited in Shomoosi 2004, pp.96-104).

1.2. Types of Classroom Interaction

In light of studies about interaction frameworks, different types of interaction were provided by different researchers, such as Brown and Attardo (2005), Tuan and Nhu (2010), Karter (2015), Walsh (2013), Thurmond (2003), Moore (1989). Hence, this current study is primarily concerned with Van Lier's modal, in which he provided two main types of interaction:teacher-learner; learner-learner.

In the teaching-learning process, students and teachers are two inseparable composing, since interaction involves both of them (Puliastuti, 2008). It can be teacher-learner interaction or learner-learner interaction.

1.2.1. Teacher-Learner Interaction

One of the most prominent aspects of the learning process is *teacher-learner interaction* or it can be also *teacher-learners interaction*. It influences students' development, achievement, and performance. Moore(1989) described classroom interaction that takes place between teacher-learner as "the process of intellectually interacting with the content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind" (p.2). Harmer (1998) emphasized that the teacher's involvement in class interaction and how he plays the role of the monitor is considered to be an essential skill. The teacher attempts to attract students' attention to what is to be taught including self-direction and self-motivation and to stimulate students to learn (Moore, 1989). By way of explanation, in teacher-learner interaction, teachers intend to maintain learners' interest to guarantee students' comprehension of the output presented.

This type of interaction occurs when the teacher asks question or questions to either one student or the whole class. In this type, the teacher is the controller of the interaction, while the student is expected only to answer questions and receives commands; the teacher here is the active participant, and the students are passive. Dagrin (2004) demonstrated that the teacher is responsible for the knowledge delivering process to students since the other patterns seem to be in the forms of modeling and drilling. The teacher-learner interaction generally includes the initiation - response - feedback sequence, whereby the teacher

induces the interaction by posing a question and then closes the conversation by providing meaningful feedback. The student's response is allowed in the second turn only.

According to some preceding studies, the teacher's talk time lasts for 75% out of the whole class time. Harmer (2017) reported that the teacher's main role while applying this type of interaction is to engage students to produce output and communicate and that consequently minimizes the teacher's talk. One can fairly understand that the primary function of this interaction type is to practice the language in a controlled pattern. Students are given opportunities to be creative and produce their own language, while teachers are supposed to monitor the interaction only.

1.2.2. Learner-Learner Interaction

The second structure of interaction is learner-learner interaction. Student-student interaction refers to the interaction that emerges between individuals or between small groups (Moore, 1989). This type of interaction can be learner-learner interaction, learner-learners interaction, or learners-learners interaction. The first subtype of learner-learner interaction is also called 'pair work'. While the two others are called 'group work'. This structure is student-centered since the teacher serves as a facilitator, allowing students to take on more responsibilities and become more self-reliant. The teacher is supposed to guide students towards more organized progress in interaction.

Additionally, Johnson (1995) declared that:

> Student-student interaction in foreign language classrooms can create
>
> opportunities for students to participate in less structured and more
>
> spontaneous language use, negotiate meaning, self-select when to
>
> participate, control the topic of the discussion, and, most importantly,
>
> it draws on their own prior knowledge and interactional competencies
>
> to actively communicate with others. (p.189)

Stated differently, this structure encourages the development of a more social class context. This student-centred type also allows students to be more adapted in the class and increases their willingness to discuss more with their peers. Macky (2007) put forward that student-student interaction provides learners with intelligible input, chances to debate meaning, and responses from their peers.

1.3. Factors Affecting Classroom Interaction

Some factors that could negatively affect the classroom interaction process in the EFL context were listed by researchers. Three of them are concerned in this study work:

1.3.1. Learners' Different English Levels

Three distinctive levels of learners are generally set by all teachers; beginners, intermediates, and advanced. Broadly, beginners are those who are studying English for the first time. Intermediates are those who already have basic competencies. While advanced are the competent students who are able to talk and write fluently. Therefore, teachers should pay attention to every level of each class of them.

1.3.2. Teachers' Questioning

In the classroom context, Jia (2013) confirmed that questioning plays a key role. He declared that this tool works as a supplier of the necessary communication needed in the classroom context, captures students' attention, and assesses students' understanding. He also noted that through asking and answering questions, students will be able to determine their confusion. In addition to the chances given to teachers to look upon their students' thoughts. This does not mean that questioning is always beneficial to the interaction process, sometimes asking a big number of questions can increase students' passiveness, or even ask questions that are over passing students' level.

1.3.3. Anxiety

Anxiety has a great impact on classroom interaction patterns. It can increase until all the process of learning is affected. In the learning process, the issue of anxiety is concerned with both students and teachers, and both of them have the ability to affect the other.

1.4. Importance of Classroom Interaction

Long (1996) insisted on the big role interaction plays in developing a foreign language. He pointed out that active interaction is the only source of data for learners. That means that interaction is the only provider of input to enable learners to control the language. Ibrahim and Hassaballah (2002) provided the main points about classroom interaction. According to them, classroom interaction enables teachers to ameliorate their methods by providing them with information about their behaviours whether they are effective or not. It motivates students more towards learning, improves students' confidence and strengthens their relations with both teachers and peers.

1.5. The Application of Questioning Strategies in Classroom Interaction

Questioning strategies are the core element of classroom interaction (Lynch, 1991).Teachers can employ a number of strategies to increase student engagement in a foreign language (Walsh, 2013). A vast number of studies were conducted about the application of questioning strategies. Durkin (1979) for instance, revealed that most teachers question students after presenting the new knowledge. According to another study performed in the late 1990s, despite the considerable amount of research supporting asking questions before, during, and after teaching to aid understanding, instructors still commonly employ questions in post-teaching to comprehend the subject (Pressley, 1998). Eble (1988) relatedly, accentuated the three phases when asking a question: at the beginning, at the middle, and at the end of the lesson depending on the function and the objectives of the question.

1.5.1. Questioning at the Beginning

Commencing the lecture by addressing questions before providing teaching material can boost students' performance, especially with high-level students. Before instructing, teachers can ask questions orally or prepare a quiz (as cited in Sujariati et al., 2016). Eble (1988) added that the use of some questions at the first beginning of the class aims at asserting the clarity of the previous lesson. Thus, questions in this stage play two major roles. Firstly, as a connector between the previous lessons' knowledge and the new one. Secondly, a motivational role; questions at the beginning stimulate the students to talk and encourage them to express their curiosity about the new material. It is utilized to measure knowledge all at once (Eble, 1988).

1.5.2. Questioning at the Middle

Questioning in the middle is particularly successful at achieving accomplishment; it achieves more than teaching that does not question learners (Eble, 1988). Students do better on instructional topics that have previously been offered as recitation questions than on new things. Because oral questions are more successful in facilitating learning than written ones, they are appropriate for use in class and during the learning process. The questions in this session can be used as a validation test and explanation inquiry depending on the functions. It might also motivate learners to master all of the content (as cited in Sujariati et al., 2016, p.112).

1.5.3. Questioning at the End

Instructors frequently question students after the class because it is critical to grasp students' comprehension, rate students' knowledge acquisition, test students' input, and evaluate both teachers' performance and the teaching-learning experience, in order to see if it is functioning properly. The instructor asks questions in this session based on the acts as a diagnostic device or comprehension check when the teacher wants to verify students'

knowledge and learning effectiveness. In addition, asking students questions at the end of the instruction might help them regenerate material and develop conclusions. Their answers to one final question, as well as the most confusing point, can be given to teachers for evaluation, so that, they can address students' difficulties at the start of the following class (as cited in Sujariati et al., 2016, p.112).

Seedhouse (1997) found that valid classroom interaction depends on the use of the appropriate questioning strategies. That is, the more understood and appropriate questioning strategies are used, the more effective classroom is gained. One may notice that teachers use questioning strategies as a means of creating classroom interaction, some of these strategies succeed in eliciting the desired interaction, while others failed in doing that. Therefore, teachers should pay attention when selecting what to use in order to achieve the desired goals of the questions posed (Hussain, 2003).

Conclusion

In the current section, the focus was on the term classroom interaction which this latter is considered one of the fundamental teaching techniques that play a key role in the teaching-learning context. Furthermore, there are two main types of classroom interaction set by van Lier (2014); teacher\learner interaction, and learner\learner interaction. Furthermore, the process of interaction could be affected by learners' mixed abilities, teacher's questioning and anxiety. Moreover, the function of questioning differs depending on its application; at the beginning, at the middle, and at the end. Hence, the process of classroom interaction is beneficial for both teachers and students; teachers through helping them to present new materials without facing communication problems, and students through offering them opportunities to improve their learning skills.

Chapter Two: Field Work

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Introduction

This study is conducted to investigate EFL teachers' questioning strategies and their role to promote classroom interaction. This chapter is dedicated to the empirical fieldwork, in which two major tools are used: a classroom observation took place in different sessions with first and second-year students at Mohammed Seddik Ben Yahia Universityand a teacher's interview. It encompasses three sections; the first one is mainly concerned with the description of the research methodology; beginning with data collection procedures, then the population and the sample. In the second section, a description, analysis and interpretation of both classroom observation and interview are provided. Finally, the third section discusses the results obtained from the finding of the collected data in order to answer the research questions and help validate or disapprove the research hypothesis.

2.1. Data Collection Procedures

The present study is based on a qualitative approach to data collection which "provides an explanation of the process of interest, or the subjective feelings and perceptions of those involved in it. It leads to in-depth and rich data […] and detailed analysis of the phenomenon of interest" (Peel, 2010, p. 55). Two research materials are taken as appropriate to be exploited to collect the needed data for this work; first, a classroom observation was carried out during different classes of different teachers, and a semi-structured interview was designed for both first and second-year teachers of different modules. The reason behind using those tools is to compare the teachers' thoughts and real application of the questioning strategies. The use of these tools aids in the first place to prove the validity of the research results. A descriptive analysis approach is employed in this chapter.

2.2. Population of the Study

The current research targets first and second-year teachers at the English department of Mohammed Seddik Ben Yahia University. Eleven teachers were selected randomly to be part of the sample for this study for both class observation and interviews, eight of them were interviewed. The purpose of selecting those teachers as a population of the study related to the fact that teachers need to manage classroom interaction carefully. Additionally, the sample is selected on the consideration that the comprehension level of first and second-year as beginners is lower than third-year, master 1, and master 2 students.

2.3. Classroom Observation

Classroom observation is one of the suitable techniques to assemble realistic and qualitative data in an attempt to gain valuable insight into what is happening in a classroom teaching environment about questioning strategies. In the 1950s and 1970s, when studies testing the validity of observation protocols became a staple of education research, classroom observation gained great favour as a method of large-scale data collection. Mason (1996) stated that observations are data collection procedures that entail the researcher immersing him or herself in a research context and systematically monitoring features of that setting, interactions, connections, actions occurrences, and so on. Henceforth, it serves as an assessor for the interview findings in this study; Dornyei (2007) claimed that "from a research perspective, observation is fundamentally different from questioning because it provides direct information rather than self-report accounts, and thus it is one of the three basic data sources for empirical research" (p.178).

Classroom observation was carried out with eleven (11) teachers twice for each including the interviewees; twenty-two (22) observations were done in total; thirteen (13)

teachers of first-year and eight (08) teachers of second-year were observed. Classroom observations were done after taking permission from teachers; a class observation sheet (see appendix A) and note-taking were used during the observation.

2.3.1. Description of Classroom Observation

The observation sheet form consists of three separate sections that contribute to the understanding of teachers' attitudes towards questioning strategies. In the first section; the teacher's questioning strategies contain 5 figures. The first table is devoted to whether the teacher used questioning strategies in general or not. The second table illustrates which strategies were used (rephrasing, simplification, repetition, decomposition, and probing). While in the third table, researchers specified their needs, by designing a table to set the exact number of how many times each strategy is used. It then, followed by a table to put forward the degree of evidence of each strategy. The last table is structured to explore the types of teacher-learner interaction.

The second section; questioning strategies and classroom interaction is consisting of a set of statements that were scaled (1: evident, 3: very evident, 4: strongly evident) about teachers' attitudes towards questioning and their impact on classroom interaction prompting. The last section; classroom interaction is devoted to extra observations for both teachers and learners.

2.3.2. Analysis of Classroom Observation

2.3.2.1. Section One: Teacher's Questioning Strategies

As mentioned before this section deals with teachers' use of questioning strategies in general. Although the diversity of modules was observed (grammar, written expression, phonetics, oral expression, and study skills), it was strongly noticed that all teachers ask questions in their lesson flow as a method to elicit more verbal responses from learners. Since all of the teachers were observed twice, most of them used the same questioning method in both classes. Maybe different questions and different questioning strategies (rephrasing, simplification, repetition, decomposition, probing) were used but all of them have used at least one strategy. The use of open questions more than closed questions was remarkable. Two dominant questioning strategies were identified in the data. The first one is simplification which involves simplifying the situation so that the learners can cope with

Teacher: So the purpose is?

Learner: To make the readers… um…

Teacher: To make the readers what? Yes?

Learner: (Silence)

Teacher: … to amuse?

Learner: the purpose is to make the readers amused and do not feel bored while reading those articles.

Figure 6: Example of simplification 2

In figure 6, the simplification strategy was used by the teacher by giving hints and this seemed to have generated the students' verbal responses. Furthermore, in the teacher's

utterance "To amuse…?", he wanted his students to complete the uncompleted. Response slot (Martin, 2005) is the name of this strategy which was found in the classes observed.

In addition, the second strategy was repetition. It was mainly used because of its ease and its satisfying results. Sometimes teachers deliberately repeat either the whole question (as shown in figure 7) or the keywords only (as clear in figure 8), in order to make the student concentrate on the answer.

> Teacher: How do you quote a passage from a journal article in APA style?
>
> Learner1: What?
>
> Teacher: Mohammed, How do you quote a passage from a journal article in APA style?
>
> Learner 2: um…
>
> Teacher: Meriem! A passage from an article!
>
> Learner 3: the initial of the last name of the author, then the initial of the first name, then the year of publication, then the article title and the journal-title italicized, and finally the volume and the issue number.

Figure 7: Example of Repetition2

Here the teacher repeated the utterance because the students he called their names did not respond to his question, so he thought that if he repeats it to other students they might react better than their peers. It was strongly evident that repetition was used namely in two cases; whether the students have not heard the question clearly, or they have low capacities in listening skills. Another example was observed in a second-year grammar class:

> Teacher: Can you transform the coming sentence to passive "one of the cleaners has found my purse"?
>
> Learner: My purse was found by one of the cleaners.
>
> Teacher: One of the cleaners has found … has found (raising intonation) my purse!
>
> Learner: ummm… my purse has been found by one of the cleaners.

This extract provided evidence that the teacher's repetition of the keyword only was successful. He could elicit the correct answer after highlighting the keyword of the sentence. It was highly observed that repeating only the important utterances rather than repeating the whole question was more effective.

For the other strategies, after simplification and repetition came probing, this was the hardest strategy among the five. Teachers used probing only when they were sure that the student is able to answer all questions (students who have a high level of thinking). Basically, a challenging question requires more wait time, which is a new strategy that the researchers observed in their observation process, (i.e., the length of silence after the issuing of a question, before the teacher undertakes an action; see Lightbown & Spada, 2013, p.147) in which teachers tend to give some time to students to build their answers and think deeply in order to construct correct, valid, as well as long answers. When talking about decomposition and rephrasing, it was observed that although the satisfying results they came with, both were the less used strategies.

2.3.2.2. Section Two: Questioning Strategies and Classroom Interaction

The second section in the observation schedule is concerned with the impact of questioning strategies on classroom interaction. The collected data indicates that the teachers' use of questioning strategies started generally at the first beginning of the lesson so that previous knowledge is elicited. Adding to that, the teachers' questions succeeded in initiating students' knowledge and securing their attention. The researchers noticed that teachers when trying to elicit an answer or different forms of answers from a student, they might use different strategies within the same question; an example was taken from a second-year grammar class:

```
Teacher: Why did you use this tense?

Learners: (No answer)

Teacher: Why did you use this tense?

Learners: (No response)

Teacher: Is there a point in the future in this sentence?

Learner: Yes, we did use this tense because of "by the end of the year".
```

Figure 9: Example of Repetition and Simplification

In the figure above, the teacher tried to solicit answers by repeating the same utterance, when learners did not react, he simplified the question by giving a hint. Learners then answered quickly.

Moreover, most teachers prefer to use more than three strategies in their classes rather than sticking to only one or two strategies. As clearly observed, students were more motivated when teachers use questioning strategies, especially when using simplification. It was strongly evident that the level of interaction was somehow higher when the teacher rephrased, simplified, repeated, decomposed, or probed his question.

2.3.2.3. Section Three: Classroom Interaction

In the last section of the observation, a checklist was devoted to extra observations about learners' responses to questioning behaviour. It was remarkable that the use of those strategies is affected by the nature of the class; for example, when the teacher is presenting new material, he does not ask many questions in contrast to the lesson in which he

complete some knowledge presented before. Moreover, students were given more freedom to express themselves when using such strategies, which means that they are allowed to make errors and correct them. In almost all of the sessions observed, interaction occurred mainly between teacher-learner and teacher-learners, but the other types of interaction (learner-learner, learners-learners) were rarely observed.

2.3.3. Interpretation of the Classroom Observation Results

The findings of the classroom observation analysis uncovered the reality of the questioning strategies in a teaching-learning context. First, it was found that the five questioning strategies facilitate teaching and learning processes. Answers elicited from simplified questions are better than the first responses before the teacher simplified the question. As mentioned in the analysis above, the use of rephrasing and decomposition strategies was rare because of: rephrasing, for its similarity with simplification; and decomposition because complex questions were not posed generally with beginners. The fact that both strategies were not used considerably does not mean they were not effective, in contrast, the answers elicited after decomposition were always appropriate.

Second, it was revealed that classroom interaction was improved better when using the mentioned questioning strategies. Teachers used all of them for the same reason; to get students involved in-class interaction. Besides, the effectiveness of those strategies does not depend only on the teachers' skills while questioning, but other factors may cause the failure of these strategies; such as the students' low level of motivation, the nature of the information presented whether the students already have a background about or not. It was found also that interaction mainly occurred between teacher-learner and learners, maybe because of the fact that they are still beginners or they might be shy to produce their own questions loudly; but when interacting with teachers they felt monitored by the teacher,

even when producing errors, the teacher corrected them or helped them to correct their mistakes by themselves. Interaction between learner-learner, and learners-learners occurred generally in classes in which the teacher gave students the freedom to engage in group discussions.

2.4. Interviews for Teachers

According to Robson (2011), if the researcher decided to conduct an interview, one of the three types namely; structured, semi-structured, and unstructured is taken depending on the research's structure and standardization. A semi-structured interview was considered appropriate for this research. In a semi-structured interview, a schedule or an interview questionnaire is designed and utilized, the questions in a semi-structured interview are always followed by sub-questions, and semi-structured interviews are semi-standardized (Irvine, Drew, & Sansbury, 2013). In qualitative research, interviews are the best tool to collect additional information. Within a flexible framework, semi-structured interviews enable all interviewees to be given the same questions. Open-ended questions were used to encourage participants to talk about their experiences and the order of subsequent questions was dictated by their responses.

2.4.1. Description of Interviews for Teachers

In collecting the data, the researcher used the semi-structured interview. Eight (8) teachers who teach different modules at the English language department at Mouhammed Seddik Ben Yahia University were interviewed. Interviews lasted between 15 to 20 minutes. The interview was conducted in the English language, the language that both teacher and researchers feel more comfortable with. The interview was audio-recorded. This interview comprised of fourteen (14) questions, (see appendix B) most of them were open-ended to give teachers the freedom to express their thoughts and views, so more

information about questioning strategies use was gained. The obtained data from this interview is going to be complementary to the class observation data.

2.4.2. Analysis of Interviews for Teachers

Teacher 1

The teacher confirmed that asking questions at the beginning of the class is a must in order to elicit students' previous knowledge and to warm up students to begin a new lesson. She added that she uses questions as a tool to engage students' talk: 'I try to engage my students, I try to make them concentrate by asking questions, and to let them focus on the presented information because questions attract their attention' (teacher 1). Moreover, according to her, questions make students feel free to express themselves and their language is enhanced through asking-answering questions. However, the teacher pointed out the necessity of questions when answering the fifth question: 'I prefer a classroom that contains questions, especially in study skills, no wait! I think there is not a subject that does not need to include questions' (teacher 1).

Talking about the questioning strategies discussed above, the teacher was not familiar with all of them; she recognized only rephrasing, repetition, and simplification. Additionally, the teacher was sure that using questioning strategies guides students to speak up, and makes the class more interactive ' … yes I have witnessed some students' cases, where the classroom interaction is promoted, when I simplify questions they interact more and even exemplify sometimes' (teacher 1). The teacher listed three strategies she claimed to be used in her classes; rephrasing, simplification, and repetition. Besides, she highlighted repetition to be the most frequent strategy that promotes class interaction.

To deal with the issue of the types of interaction that occurs in classrooms, the teacher made it clear that teacher-learner interaction occurs mostly, rather than the learner-learner interaction that happens sometimes when students start discussions. When asking her about

the effective timing of questioning, she preferred questioning at the beginning in order to assess students' knowledge before presenting new materials. Yet, she mentioned retention as an extent to how much these strategies facilitate the learning process. At last, she provided the interviewers with some new strategies such as workgroup.

Teacher 2

According to the data gathered from the interview, the teacher found that starting the lesson with some questions as a warm-up and then going through the steps of the lesson plan is the best method for an effective learning process. Relating to questions' impact on student involvement, the teacher revealed the fact that questions function as a stimulus to students: 'I would say yes they have a great impact, to 90%, simply because sometimes learners may have no idea about what are you talking about and then through the questions, the teacher tries to simplify, repeat, and clarify the questions, the students may stimulate his engagement' (teacher 2). She stated that students' responses are ameliorated when using questions as a tool of teaching:

> it is crystal clear, that a class is more active when you ask questions, and even the results will be better […] first we try to encourage students to engage in the task, and how you can keep them in a good task! Through questioning of course. Sometimes we have students with different backgrounds; sometimes we have students who are shy […] what is the only way to make them take part in the lesson? It is through questioning (teacher 2).

Despite her limited knowledge of Wu's classification of questioning strategies, she could understand the meaning of the five of them. Furthermore, she reported about the use of questioning strategies and its relation to classroom interaction, that is questions are a must, and their big role in improving class interaction could not be denied: '[…] absolutely

yes, it allows the learner to express himself, to speak up his thoughts, and to concentrate on the learner rather than the teacher' (teacher 2). She added that she uses two strategies namely; probing and rephrasing, and simplification within the two. Hence, she confessed that she does not build higher expectations about the questioning results on first-year students because of their level. Speaking of the best strategy to promote class interaction, she noted that probing is the one; she argued that it challenges the learner's cognitive level; it challenges the learners to interact, and engage in the task.

Then, for her part, the interaction promoted as a result of questioning is teacher-learner interaction; she said that she prefers to monitor the interaction and so monitoring the errors. This does not mean that learner-learner interaction is ignored; it appears in tasks and group work. As stated in the interview, the questioning timing is not important, what is important is why this question is asked. To support her argument she went on to explore:

There is no difference between the beginning, middle, and end. It depends on how you plan your lesson to be, for example: if I wanted them to get that question at the beginning because I want to build the lesson based on that question. Absolutely, it will be better at the beginning but if the question is mainly to discuss a topic or interest it is at the end or the middle. But what matters for me is that the question should be an opening questions not a closed one. (teacher2).

At last, the teacher pointed out that questioning strategies expedite learning to a great extent, to the extent that the teacher is able to assess his students implicitly. She suggested new strategies she uses usually to promote interaction: wait time, and raising hands rather than nomination strategy.

Teacher 3

As revealed by the interview data, the teacher came from the point of view of preceding teachers; she declared that she starts her lesson flow by refreshing students' memories by

asking questions in relation to what they have learned, and engaging them at the same time. Even when the class is passive, she asserted the must use of questions to encourage students to participate. She added that questions play a key role by saying:

> They do have an impact on students' involvement in-class interaction because they trigger their cognitive processes. If I target a student with a specific question, the student starts thinking, and they activate their mind parameters to answer the question. (Teacher 3)

Concerning the five questioning strategies, she was familiar with all of them but probing. She agreed with the effectiveness of these strategies through motivating students with questions. The teacher admitted that she uses three strategies out of five; simplification, decomposition, and probing. She refused to repeat the same question several times. However, she considered simplification to be the most frequent strategy that promotes classroom interaction.

Opposing the other's views, this teacher thought that learner-learner interaction is more effective because it permits them to communicate with each other in a comfortable situation, students do not feel like there is someone superior or in a higher status so they are not shy or intimidate to present their thoughts. She presumed that questioning in the middle is better than at the beginning or the end, this was obvious in her answer:

> Questioning at the beginning intimidates the atmosphere; everybody is silent waiting for the teacher to start speaking. When I ask a question they get a little bit passive, they look to one another to speak, they got shier. But, while asking in the middle, the lesson has been already explained, they got used to the atmosphere, so they felt more comfortable. (Teacher 3)

Finally, she rated the role of those strategies in facilitating learning by 7/10 on a scale of 1 to 10. For the other strategies, she uses games and dialogues.

Teacher 4

She found that starting the class with questioning is a bit challenging. She believed that questions make students more attentive because human beings, in general, do not have a concentration that is spent for a long period, so questions are one way to keep learners concentrate and focus. She also agreed with the fact that a class with questions is much better than a class without questions. She said that she sometimes needed to enforce questions by checking the list and calling for some students to respond.

Like most of the teachers, she was familiar with the four first strategies, she did not understand the word probing till the interviewer explained it to her. She insisted on the use of these strategies alternatively and practically in order to be productive, to exemplify; she clarified that when making a lot of repetition in the same session students get bored. She made it clear that if the teacher mix between them is better to get the desired results. The teacher picked probing and mainly repetition as her technique while asking questions. To some extent, she found these strategies satisfying. As reviled by the interview data she classified decomposition then probing then simplification to be the most frequent strategies to improve interaction.

As was already mentioned by teacher1 and teacher2, teacher 4 also confirmed on teacher-learner interaction is more active than learner-learner interaction. The interviewee seemed to use questioning at the beginning, in the middle, and at the end; but she thought of questioning at the end to be appropriate, according to her answer: '[…] but the most effective one is at the end. Since the purpose of teaching is acquiring and assuming knowledge, asking at the end will be a reflection to memorize knowledge and remember what has been said' (teacher 4). She also asserted the importance of the mentioned

strategies to facilitate learning: 'they raise the attention especially when they are skillfully presented or used; they made the students pay attention to some areas and points in the lesson that seems overhead' (teacher 4).

Teacher 5

Similar to all data gathered from the interviews held with the other teachers, this teacher supported the idea of using questions to start the lessons. Nevertheless, he admitted that questions do improve students' involvement.

Speaking of the questioning strategies concerned in this work, similarly to teacher 2, teacher 5 knew all of them, and he gave a small valid definition of each one. He elaborated that these latter are used subconsciously and they became part of teacher's practice. He indicated that he uses all of them in the flow of his lessons. He further elaborated on the results of these strategies: 'firstly, I did not believe in them but after doing some research and applying them, they really help, they make students engaged, and they also focus on students rather than the teacher' (teacher 5).

Even though this teacher had a positive attitude towards teacher-learner interaction, particularly saying: 'questions are intended by the teacher, so they encourage the teacher-learner interaction, and learner-learner interaction has to be permitted by the teacher first and managed carefully by him also because sometimes students do not like the comments of each other' (teacher 5). The teacher supported all the previous answers about questioning at the beginning of the class, but he did not deny the importance of questioning in each stage of the lesson. Last but not least, he recommended other strategies to use; wait time, feedback, reformulation, comprehension checks, confirmation checks, and clarification requests.

Teacher 6

As stated in the interview, teacher 6 was confident to state that she use questions to attract students' attention and to make them in the mood to predict what is going to be learned today. She confessed that the use of questions does not always activate participation, according to her it depends on the subject taught, the lesson presented, and the subjective of the lesson.

Another time, like the others, she knew only four of them. It was the first time she heard about probing. She was an advocate of these strategies:

> [...] if you give a lecture directly, the students will get bored within the first 20 min, but if you ask questions like why and how you make students wake up their minds and get them motivated; so it is important to ask questions especially if you want to develop their critical thinking and remember that not only teachers have a background, students also have. The teacher should assess students' knowledge by asking questions. (teacher 6)

She highlighted that probing, rephrasing, and simplification are her used strategies in general, and probing is the most frequent strategy that promotes class interaction. For interaction types, she agreed with the others. At the beginning was her answer when asked about the effective kind of questioning. She confirmed also her use of these strategies in her lectures.

2.4.3. Interpretation of Interviews for Teachers

The results obtained from the interviews' analysis revealed that questions play a key role in stimulating students' previous knowledge, and engaging them in a new lesson; the teacher asks questions to students to know whether they remember the lesson that had been explained before. The findings showed that out of six teachers, only two of them (teacher 2and teacher 5) recognized the five strategies and could give a definition for each. Three

others (teacher 3, teacher 4, and teacher 6) knew four of them; rephrasing, simplification, repetition, and decomposition. However, this does not mean that they do not use probing, they do use it but they were not familiar with the term. The lasted teacher could understand only three of them (teacher 1). The same interviewees demonstrated that simplification is the most used strategy in the teaching process; other strategies were mentioned differing from one teacher to another, but the most frequent one was the simplification strategy. This is relevant to the data obtained from the class observation.

In fact, most of the interviewees agreed on teacher-learner interaction are the effective type of interaction that promotes classroom interaction for mainly one reason; the interaction monitored by the teacher is more beneficial for students since he is the producer of the question and the error corrector in the same time. Teachers differed in their arguments when reaching the issue of the effective questioning whether to be at the beginning, at the middle, or at the end; hence, everyone gave his arguments why the chosen questioning is more effective. Yet, all of them confirmed that the timing depends on the question's function.

Finally, these interviews emphasized the importance of these strategies and their impact on solving interaction problems when questions are used. To make it clear, the aims of using such strategies as a teaching device could be reached by properly applying theme. It turns the interaction and discussion between teacher and students more valuable. To end, other strategies used by the interviewees were identified.

2.5. Overall Discussion of the Results

This section points out the essence of the present research as it discusses the data gathered and analyzed from both classroom observation and semi-structured interviews. The collected data allow for answering the question posed at the initial phase of the study, which are:

> What are the used questioning strategies at Mohammed Seddik Ben Yahia University?

Based on the findings which have been analyzed, the teachers who were observed mainly employed questions as one of their teaching strategies in the classroom. The questioning strategies that were mostly employed by the teachers in the classroom were simplification and repetition. Those strategies almost appeared in all the data gathered. Results showed that the simplification strategy was mainly used because; it provides students with hints to approach them to the answers, teachers have many alternatives to use such as giving examples, clues, and focusing on words. The weak level of first and second-year obliged teachers to simplify questions so that students can cope with them. It was always successful when the teacher tried other strategies and could not elicit the correct answer. From one side, it was found that repetition was also used frequently as it is the easiest strategy to solicit students' responses. It was helpful for both teacher and learner; for the teacher, he does not need to change, or restate his question; for the student, he will have the chance to hear the question again to structure a valid answer. The teacher is expected to repeat the same question till he elicits the correct form of the answer. On the other side, it was also regarded as a strategy that increases students' passiveness; this might happened in the case of an ambiguous or complex question, everybody had witnessed such a situation where the teacher keeps repeating the question but students could not respond till he changes the strategy.

Furthermore, all participants in the interviews showed interest in using probing. All teachers knew that this strategy is a bit challenging because it needs students with a higher level of thinking. They believed that probing is a very successful strategy if well used. Last and not least, the remaining strategies were used as well, but for some concluded factors both of them were less used. On one hand, rephrasing was mainly excluded for its huge

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similarity with simplification. It is in fact a sub-technique within simplification; teachers liked to simplify rather than only changing the words of the question. On the other hand, decomposition was almost not used because of the complex nature of its questions. It was seen that teachers do not use complex and complicated utterances from the beginning with first and second-year students so that they do not find themselves obliged to decompose questions.

According to the analysis of the classroom observations and interviews, one can fairly see that teachers used strategies that they feel their students can cope with.

➢ What is the impact of questioning strategies on classroom interaction?

The analyses presented previously have supplied proof that the teachers' questioning strategies have augmented in enhancing student involvement in class. The structures of teachers' questions have an impact on students' spoken responses. It clearly resulted that students' passiveness may be reduced by the teachers' different questioning strategies, which would push them to utter English more frequently. Throughout this investigation, the instructors questioned the learners for a range of reasons, one of which was to boost English-speaking among the students. However, it was difficult to get the learners' reactions, so the teachers realized that they needed to alter the way they asked the questions. Along these, as the teachers remarked in the interviews, many students have truly different qualities. In the classrooms, there were high and low performers as well as quick and slow learners. As a natural outcome, while some learners remained quiet, others actively engaged in answering the instructors' questions. Not all of them were able to respond. So, they required stimulation through the use of these questioning strategies.

Overall, this study demonstrates that the teachers seemed to be successful in attracting their students to participate and be fully involved in the class dialogue. They questioned learners using a variety of strategies.

Conclusion

This chapter was devoted to the fieldwork of the study, in which the data collected from both classroom observation and teachers' interview was analyzed and interpreted. Research results showed that EFL teachers at Mohammed Seddik Ben Yahia University did use questioning strategies in their classes, as they welcome the idea of using questioning strategies to promote classroom interaction.

General Conclusion

1. Putting It Altogether

2. Pedagogical Recommendations

3. Limitations of The Study

4. Suggestions for Further Research

1. Putting It Altogether

One of the most common methods used by EFL teachers is questioning. Questioning strategies are methods used by teachers in order to pose a question. They are used to assess how far the students understand the materials which have been taught and to improve students' thinking ability. Teachers' questioning motivates students to learn and express their taught freely by taking part in classroom interaction spontaneously. The current research attempted to investigate the questioning strategies that EFL teachers used to promote classroom interaction at Mohammed Seddik Ben Yahia University through arranging a classroom observation and administering an interview, both directed to first and second-year EFL teachers at the University of Jijel.

To assess the hypothesis of the study, the overall research work consisted of two major chapters. One dealt with the theoretical part of the study while the other chapter is devoted to the practical part of this research work. As far as the theoretical part is concerned, an overview about questioning strategies was discussed including a definition, teachers' questions, types of questions, types of questioning strategies, the importance of questioning, and the effectiveness of questioning. Moreover, it discussed the term classroom interaction containing its types, factors affecting it, importance, and the application of questioning for purpose of promoting classroom interaction. Correspondingly, the practical part consists of the methodology, the analysis of the data gathered and finally the results obtained from the interpretations of both classroom observation and the interview.

The study's findings suggest that teachers need to be mindful of how their asking strategies might influence students' verbal answers during interactions in the classroom. Teachers can use questioning strategies that seem natural and are appropriate for the students and the environment in the class. As a result, asking questions can serve a variety

of instructional objectives, such as increasing students' fluency in the language, gauging their level, and inspiring them to use it.

2. Pedagogical Recommendations

Based on the findings that stemmed from this study, the following recommendations can be made:

1. Teachers should provide the students with the appropriate atmosphere to learn comfortably in the class.

2. Teachers should be aware when using questioning strategies.

3. Teachers are advised to use questions in order to get students engaged in the classroom interaction.

4. Teachers should make sure that varying questioning strategies would help students to participate in the class.

5. Teachers should be aware of the questioning strategies and how to use these strategies appropriately depending on the context presented.

3. Limitations of the study

Even though the research has met its aims, it is noticeable that the researchers confronted some obstacles and difficulties while conducting this research.

- Firstly, the major difficulty that this current research paper faced was in the theoretical part, the inaccessibility of primary authentic materials (books and articles) was a considerable barrier to the researches.

- Secondly, both classroom observation and interviews were done in a short period of time because of the end of classes.

- Thirdly, another major obstacle that confronted the researchers during the process of finishing this study was the teachers' contributions to answering the semi-structured interviews. Most of them were occupied.

- Finally, this study was postponed due to the students' strike, we were obliged to delay sessions.

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Appendix A

Observation Schedule

Title of the research project: **The Use of Teachers' Questioning Strategies to Promote EFL Classroom Interaction.**

Criteria :(A: rephrasing   B: simplification   C: repetition   D: decomposition   E: probing)

	Yes	No
Did the teacher use questioning strategies?		

	A	B	C	D	E
The questioning strategies used in the classroom					

How many times is each strategy used?	0	1	2	3	+4
Rephrasing					
Simplification					
Repetition					
Decomposition					

Probing					

	Evident	Very evident	Strongly evident
Rephrasing			
Simplification			
Repetition			
Decomposition			
Probing			

Participants	Teacher\learner	Teacher\learners	Learner\learner	Learners\learners
Rephrasing				
Simplification				
Repetition				
Decomposition				
Probing				

Rating scale 1- Evident; 2-Very evident; 3- Strongly evident

1. The teacher used questions to elicit previous knowledge in order to start the lesson.   1 2 3

2. Students reacted to the first question positively.   1 2 3

3. The teachers' questions succeeded in initiating students 'knowledge.   1 2 3

4. The questions secured students' attention.   1 2 3

5. The teacher used specific questioning strategies to elicit more verbal answers.   1 2 3

6. The teacher used one questioning strategy type when students react positively.   1 2 3

7. The teacher used more than two questioning strategies in order to elicit different forms of answers.   1 2 3

8. The teacher simplified questions through the use of some questioning strategies.   1 2 3

9. The teacher made effective use of questioning strategies.   1 2 3

10. The learners were motivated more when the teacher used questioning strategies. 1 2 3

11. The level of the learners' interaction was high.   1 2 3

12. The interaction was more frequent between the teacher and student.   1 2 3

13. The use of questioning strategies gave students more freedom to express their thoughts.   1 2 3

14. Classroom interaction improved better with the use of these strategies.   1 2 3

Extra observation:

- ………………………………………………………………

………………………………………………………………

………………………………………………………………

Appendix B

Guiding Questions Interviews for Teachers

Title of the research project**: The Use of Teachers' Questioning Strategies to Promote EFL Classroom Interaction.**

1. General introductory question: tell me about your experience with teaching English as a second language, for how long have you been teaching this module?

2. How do you start your lesson flow?

3. Do you use questions to engage students with class interaction?

4. Do questions really have an impact on students' involvement in classroom interaction?

5. Do students react better within a class in which you use questions or not?

6. Do you have an idea about questioning strategies (rephrasing, simplification, repetition, decomposition, probing)?

7. Do you think that using questioning strategies will guide the students to speak up, and to make the class more interactive? Why?

8. What are the questioning strategies you mostly use?

9. Are the results of this strategy satisfying?

10. What is the most frequent strategy that promotes class interaction?

11. Do questioning strategies promote interaction between teacher\ learner or learner\ learner?

12. According to you as a teacher, which kind of questioning is effective (at the beginning, the middle, the end)?

13. To which extent these questioning strategies facilitate learning?

14. Are there other strategies you use usually to promote classroom interaction?

Résumé

Les stratégies de questionnement sont considérées comme une méthode efficace les professeures utilisent pour améliorer la participation en classe. Les processus de questionnement et de réponse sont produises pour forcer les étudiants à parler et a s'engager. Par conséquent, le but de la présente étude est d'investiguer l'utilisation des professeures d'anglais comme langue étrangères (EFL) de ces stratégies de questionnement pour améliorer la participation en classe. Sur cette base, il a été émis l'hypothèse que si les professeures de l'université Mohammed Seddik Ben Yahia utilisent les stratégies de questionnement, la participation en class sera améliorée. Pour enquêter sur ce sujet, une étude de cas a été menée à l'université Mohammed Seddik Ben Yahia, en particulier au département d'anglais, ou des professeures de première et de deuxième année on été sélectionné comme échantillons. Les données on été reculer selon une approche qualitative. Des observations en class on été organise avec des professeures EFL de première et de deuxième année, et bun entretien semi-structure a été menée avec six (6) professeures sélectionné au hasard afin d'avoir un aperçue des stratégies de questionnement utilisé par les professeures et également des réactions des apprenants a ces stratégies. Apres avoir analysé les données obtenue, les résultats sont réveillés que les professeures utulisent différentes stratégies de questionnement qui améliorent la participation en class. Sur la base de ces résultats, un certain nombre de recommandations pédagogique et de certaines limites de l'étude sont données aux professeures.

Mots-clés : stratégies de questionnement, participation en class, langue étrangère.

ملخص:

تعتبر استراتيجيات و منهجيات طرح الأسئلة طريقة فعالة يستخدمها الأساتذة من أجل تفعيل المشاركة داخل القسم، تجبر عمليات طرح الأسئلة والإجابة عليها الطلاب على التحدث والمشاركة، لذلك فإن الغرض من البحث الحالي هو التحقيق في استراتيجيات طرح الأسئلة التي يستخدمها مدرسو اللغة الانجليزية كلغة أجنبية في الأقسام لتفعيل المشاركة في القسم. وبناءا على ذلك، فقد تم افتراض أنه إذا استخدم مدرسو جامعة محمد الصديق بن يحي استراتيجيات الاستجواب، فسيتم تعزيز التفاعل في القسم، للتحقيق من هذا الموضوع، تم إجراء الدراسة الحالية في جامعة محمد الصديق بن يحي، تحديدا في قسم اللغة الانجليزية حيث تم اختيار معلمي السنة الأولى والثانية كعينة، تم جمع البيانات باستخدام نهج نوعي، تم ترتيب الملاحظات الصفية مع معلمي اللغة الإنجليزية كلغة أجنبية للعامين الأول والثاني، وتم إجراء مقابلة شبه منظمة مع (06) مدرسين تم اخيارهم عشوائيا من أجل الحصول على رؤى حول استراتيجيات طرح الأسئلة المستخدمة من قبل المعلمين وأيضا حول ردود فعل المتعلمين على هذه الاستراتيجيات. بعد تحليل البيانات التي تم الحصول عليها، كشفت النتائج أن الأساتذة يستخدمون استراتيجيات طرح أسئلة مختلفة تعزز التفاعل الصفي، في الأخير يتم تقديم عدد من التوصيات التربوية بالإضافة إلى بعض قيود الدراسة للأساتذة.

الكلمات المفتاحية: استراتيجيات طرح الأسئلة، المشاركة في القسم، اللغة الأجنبية.