

PEOPPLE'S DEMOCRATICREPUBLIC OF ALGERIA

University-Mohammed Seddik Ben Yahia of Jijel

Faculty of Letters and Foreign Languages

Department of English Language



**The Effect of Asking Referential Questions on Enhancing
Students Participation in Oral Classe**

**A case Study of Third Year Students at Mohamed Essedik Ben
Yahia University, Jijel**

Thesis submitted in partial fulfillment of the requirements of the Master Degree in language
sciences

Candidates

Halima AKIB

Hadjer BENNIOU

Supervised by:

Dr. Fateh BOUNAR

Board of Examiners

Chair person: Bakir BEN HBILES

University of Jijel

Examiner: Dr. Izzedine FANIT

University of Jijel

Supervisor: Dr. Fateh BOUNAR

University of jijel

2018

Dedication

In the name of ALLAH, most Gracious, most Merciful, all the praise is due to ALLAH alone,
the sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents.

To my lovely sisters Soulaf and Fereié.

To my dearest brothers Mohamed and Abd Raouf.

To all my friends with whom I shared the University life with each lights and shadows.

To my husband Azzedine for his support.

To all my closet friends

To all those who love me.

Akib Halima

Dedication

In the name of ALLAH, most Gracious, most Merciful, all the praise is due to ALLAH alone,
the sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents.

To my lovely sisters Sarah and Rokia.

To my dearest brothers Rabah and Atif.

To all my friends with whom I shared the University life with each lights and shadows.

To my closet friends Nawal and Wafa.

To all those who love me.

Benniou Hadjer

Acknowledgement

Formost, we would like to express gratitude to Allah for helping us in achieving This work. We would like to express our grateful thanks to our supervisor Pro. Bounar Fateh for his help and guidance, and valuable remarks.

Our sincere thanks go to the board of examiners of our dissertation Mr. Fanit and Mr. Bakir Benhbiles for accepting to evaluate this piece of work.

Special thanks to our friends and families for their support, understanding and encouragement during the progress of this work.

We owe profound gratitude to teachers of oral expression at university of Mohamed Sedik Ben Yahia for their collaboration and access to their classes during the classroom observation. Besides the teachers, we like to thank third year students at the department of English at the same University for their participation.

Abstract

This research paper investigates one of the most problematic subject in the domain of teaching. It deals with teaching oral expression to third year at the University of Mohamed Seddik Ben Yahiaof Jijel. The primary aim isto enhance students participation through the use of referential questions. Nevertheless, this study aims at investigating wether or not asking referential questions facilitate participation in classroom. The present paper consists of two main parts a theoritical and a practical one. The first part covers the theoritical aspect of the study, it generally presents an overview about referential questions and participation. The second part is devoted to the practical aspect of the study in which data is gathered through the use of two questionnaires, the first one devoted ro 10 teachers of oral expression while the second one is adressed to 90 third year students at the same University. In additions to the questionnaires, a classroom observation is employed in third year oral classes. The results show that participation increased more when referential questions are asked. Besides, we can say that during this study we found that asking students referential questions facilitates students participation and learning.

Key words : Referential questions, Display questions, Participation

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Liste of Abbreviation

EFL : English as a Foreign Language

ESL : English as a Specific Language

SLA : Second Language Acquisition

LMD : Licence Master Doctorat

NS : Native Speakers

NNS : Non-Native Speakers

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General Introduction

- 1- Statement of The Problem
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General Introduction

A great number of learners in the world study English for different purposes. In teaching English, teachers always give more importance to teach the linguistic aspects of the language and neglect the speaking which is in fact an important passage way in communication. Speaking is a productive skill, it needs more and more practice to develop an acute sense of competence and mastery of this skill. Indeed, teaching speaking in non-English speaking country, like Algeria, is much challenging since English is completely different from Algerian-Arabic language. In universities and in English streams, oral classes are scheduled with an aim to enhance the students' oral performance and improve their participation.

During the different oral sessions, teachers use different types of questions and strategies to empower learners' speech, brush up their English in order to enhance their participation; however, teachers still face students' difficulties. Many students do not participate in oral expression courses, do not contribute and do not show any sign of progress which indicate that there is something wrong somewhere with students, for that reason, the present study is conducted to prove that if the use of referential questions enhance students' participation, taking the third year English stream, university of Jijel as a sample case.

1. Statement of the Problem

Teaching questions is one of the teaching strategies that is beneficial to acquire the language better .Typically,teacher asks questions without taking into account what kind of question is being asked and the time he she gives the students to formulate their answers,consequently he she does not get responses from the students.In order to monitor students'language proficiency and test students understanding ,teacher should ask the right type of questions and give enough time for students to think and answer.

Thus, questions affect students' participation if they are used in a way that creates an effective and powerful environment in classroom, for this reason teacher should be aware about the right kind that should be asked according to the function it serves and wait-time given to students to formulate their answers. If the teacher knows how to apply this method he/she can enhance their students' participation and oral production.

2. Purpose of the Study

It is through questions that learners practice language especially in EFL settings which are generally the environment where students are exposed to the language regularly. The present study aims at investigating whether asking referential questions will increase students' participation and talk time in oral classes at the university of Mohamed Sedik Ben Yahia. Additionally, the study collects data about students' and teachers' preferences concerning referential and display questions.

3. Research Questions

To investigate the problem raised above, the department of English, at the University of Mohammed Seddik Ben Yahia, Jijel, is selected as a context for conducting this research.

The following research questions are posed :

1-Does use of referential questions facilitate students' oral production ?

2-What are the opinions and attitudes of the students about the two different types of questions ?

3-If the number of referential questions asked by teacher could be increased, and whether this increase would have an effect on class participation ?

4-What are the opinions of English teachers on the effect of asking referential or display questions on classroom interaction ?

4. Hypothesis of the Study

To answer the above questions the study departs from the hypothesis that, despite the fact that both referential and display questions help students to acquire the language and improve their speaking skills and oral proficiency, students engage better in participation when asking referential questions.

5. Structure of The Study

The present study is composed of two chapters : the first one is theoretical which represents the literature review of the research ; and the second one is practical and it represents the description of tools of research together with findings of the investigation as well as suggestions and recommendations for further research.

Chapter One : Referential Questions and Participation

Introduction

The most important factor within any effective language learning environment is that students are enabled to do the most of talking. However, in many language classrooms it is the teacher who does most of the talking while students remain silent (Walsh, 2002). An ideal classroom situation is one in which students are actively involved, interact with the teacher and show their desire to participate in the lesson, class participation would be more powerful and beneficial when students are productive rather than purely receptive.

Because of its potential to promote comprehension, learning and class participation, questioning is considered as one of the most influential teaching strategies. Thus, in order for the students to participate in an effective way, they need to be stimulated. This stimulation can arise through the use of thought provoking questions.

In theory, a communicative classroom seeks to promote interpretation, expression of negotiation and meaning, students should get used to ask for information, express an opinion, agree and disagree with peers and teacher (Kumaravadivelu, 1993, as cited in Cullen, 1998, p.180). In EFL oral classes asking display questions engenders little production on the part of students. Since the answers are already known, they solely repeat the information that is contained in a video or a conversation. But, asking referential questions integrates oral production and makes students involved in question-answer exchange because this kind of questions has no specific answer.

1. Section One : Referential Questions and Teaching Speaking Skill

1. Definition of questioning

Questions are sentences which have an interrogative form or function, they have been one of the main fields studied in semantics (Dayel, 2016). In classroom setting, teacher questions are defined as instructional cues that expose students to the content elements to be learned (Azezefegen), they allow teachers to monitor and control students 'competence and understanding as well as increase thought provoking discussion. for this reason they have become an essential part of instruction (Critellix and tritapoe 2016).Therefore, Dayel has defined the term question as an utterance that requests a verbal or embodied response (p.395) and he claimed that questions can be studied for their pragmatic, syntactic, semantic and prosodic features . Similarly, (Hayano, 2013) suggests that questions are chategorized by specific grammatical and prosodic features. Questions can also be classified on the basis of the function they achieve, in fact questions are multi-functional and serve various purposes, such as introducing topics in monologues and introducing presuppositions (Ruiter, 2012).

Questions are a central part of class interaction in that the teacher can use questions to assess students performance, promote and facilitate learning and engage students to participate in classroom activities (Advic, Artusson and Hatakka, 2016 ;Lee, 2006). At the same time, questions can also be regarded as a fundamental tool in order to investigate how much students have understood (Lightbown & Spada, 2013). Thus, Brown indicated that teacher questions provide students whith the opportunity to produce language without having a risk initiating a sequence (2007, p.2018).

2. The Importance of Questions

Questions are vital to acquire knowledge, people usually use questions to know and discover something about unknown things. They are instruments to examine new experiences, knowledge, facts and information (Azerefegen, 2008). Besides, questions play a great part in communication since they are used as learning tool to promote interaction. Therefore, Ritchard and Lockhart (1994,185) have stated the following as justifications for the important questioning teaching :

- ✓ They stimulate and maintain students' interest.
- ✓ They encourage students to think and focus on the content of the lesson.
- ✓ They enable teachers to check students' understanding.
- ✓ They enable teachers to elicit particular structures or vocabulary items.

To summarize, questions are powerfull tool that can put the questioner in control over the entire conversation, since a question is a first action which makes a response relevant.

2.1. The Importance of Questions in English classes

In classroom interactions, questioning tecknique is used in English language teaching in order to check students' understanding, to enhance students' involvement and to promote students' creative thinking (Ennis, 2012). Thus, questioning has always been the most ubiqitos phenomenon observed in the classroom, as well as one of the most frequently adopted devices favored by most teachers (Ellis, 2012).

3. The Purpose of Questions

Researches indicate that questioning is one of the most familiar teckniques used by teachers in classroom. Brown and Wragg (1993) list various functions of questions, 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 ».

Besides, Peacock (1990, in Ezerefgn 2008), said that « More often than not teachers appear to ask questions either to find out what pupils do or do not know and understand , or to remind them about work completed in a previous lesson, or to challenge, stimulate and develop their thinking ». In addition, Morgan and Saxton (1991 cited in Brualdi 1998), teachers ask questions for several functions, to keep their learners involved during lessons , to express their ideas and thoughts, to enable learners to hear different explanations of the material, and to help teachers evaluate their learners learning and revise their lessons when necessary.

Ultimately, questions are the most suitable tool for learners to work on improving their oral production since when they engage in question/answer exchange , they express their attitudes and ideas in the target language and teacher corrects their mistakes of pronunciation , vocabulary and grammar, in this way they benefit and memorize new information.

4. Definition of terms

Referential questions : these questions are asked to learners to facilitate expression of opinion, or provision of information that the teacher generally does not have. As stated in many research articles, these questions are natural and asked to engender genuine communication (Long and Sato, 1983 ; Brock ,1986 ; Thopmson ,1997; Thornbury, 1996). Many studies have shown that this type of questions requires more efforts from the students to provide an answer, they create a flow of information from students to teacher . Nunan and Lamb (1996 ; 88).

Display questions : they refer to those questions for which the teacher knows the answer. Ellis (1992 ; 720) defined display questions as : « one designed to test whether the addressee has knowledge of particular fact or can use a particular linguistic item correctly ».

1.4 Definition of speaking skill

Mastering English language needs more to master the entire skills productive and receptive one. speaking skill occupied an important place in foreign language teaching and learning, as argued by Nunan (1991, p39) “to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.”

Speaking is an active or productive skill which deserves more attention in both first and foreign language, because it reflects people thought and personalities. In fact, we judge people according to their speaking skill. Hedge (2000, p .261) suggested that speaking is “ the skill by which they are judged while first impression are being formed.” In addition, speaking is the skill whereby others are recognized from what they are saying and how they are thinking, so it demands special care like other language skills.

1.4.1 Teaching speaking in classroom

Many language learners regard speaking ability as the measure of knowing a language. Therefore, teaching speaking means to help students interact successfully. Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill. In classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well as. Hayriva Kayi (2006) provides some suggestions for English language teacher while teaching oral language:

- ✓ Try to involve each student in every speaking activity; for this aim, practice different

- ✓ ways of student participation.
- ✓ Deduce teacher speaking time in class while increasing student speaking time.
- ✓ Indicate positive signs when commenting on a student's response.

2.4 The importance of speaking:

For many people, the ability to speak English is so important. It has often been viewed as the most demanding of the other four skills. For that, we frequent ask the question "Do you speak English?" to foreign language learners rather than asking them "Do you write in English?". The question shows the importance of speaking as skill because mastering this skill means mastering other skills, as Ur (2000, p.12) stated "of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kind of knowing."

5. Classroom Discourse

Teachers are the ones who control and monitor the classroom and students' behaviours. They have a significant effect on learning, this is why the teacher 's speech has to be paid attention. As Hadfield (1992 :10) suggests, teachers need to create a joyful and productive learning situation where students can participate and learn .thus, teachers' speech style of oral communication should be encouraging and positive because « negativity has a powerful attraction ».(Hadfield 1992 :86), this negative oral communication style may lead to a lack of self confidence and willingness to participate in the classroom discourse.

Moreover, Bushell (1973 :31) claimed that a student's behaviour should be positively reinforced, since paying much attention to what the student says to encourage him to speak up and learn in the classroom. in this sense Hadfield (1992 :59) adds that student should be invited « to draw on their own personal experiece, talk about themselves and share feelings ». For this reason the topics and issues used in classroom should be close to students' lives so

that they can participate more actively in the discourse , all this will play a crucial role in keeping the learning session more interesting . In addition to Hadfield (1992), Walshaw and Anthony (2008 ; 19) say that « the teacher should pay attention to student and that effective teaching involves observing student and listening carefully to their ideas and explanations ».

5.1. Teacher talk

The type of language used by the teacher for instruction in classroom is known as teacher talk (TT). It is found to be crucial by most scholars for the process of acquisition, because in many classrooms it is the only live target input that the students are likely to receive. (Nunan, 1991 ; Cullen, 1998). Nunan argues that in addition to providing comprehensible input for the acquisition of language, teacher talk is also important for the organization of the classroom because « it is through language that teachers either succeed or fail to impliment their teaching plans (190). Furthermore, there is a crucial relationship between teacher talk and student participation (Walsh, 2002). As Walsh argues in teacher fronted tasks, explaining grammar for example, teacher may need to deliver' complex teacher talk' (p.4) and participation of students may not be desired much, but in task aiming at eliciting students responses, they can participate actively (Walsh, 2002).

5.2. Student talk

Student talk is a key to student learning, classroom participation is essential for student to participate, they play a major role as active participants in the creation of knowledge, in other words, they learn better and retain more in classroom participation. However, enhancing students to talk give the students the chance to express their feelings and their ideas also allow them to tell their opinions and sustain their talk to develop thinking and reasoning.

Student must also respond to one another, rather than interacting ally intellectually with instructor; on the other hand, speaking in classroom should putting thoughts in to words and in sharing in groups to create interaction

5.3. Feedback

It is one of the most important professions that teachers do during doing tasks to respond to their students' mistakes. EFL teacher traditionally emphasizes a kind of correction of every learners' errors firmly, while nowadays, he/she gives more focus on the learners' reaction to his provided feedback to solve learners' problems which are shown through the ambiguity of the conveying message.

Receiving feedback about learners' performance reflects their levels of achievement and their level of speaking proficiency. Moreover, the feedback should be provided through certain instructions to be helpful for learners (Frey and fisher P64).

6. Waite time

Waite time is considered as a crucial dimension of teaching questioning skills, it referes to the lenght of time the teacher waits after asking the question before calling on a student to answer it, the teacher waits for responses and will need time to think about responses before reacting to them if he asks questions which he does not know the answer, However, few teachers use this effective questioning skill. In fact, it is asserted that the individual needs an even longer waite-time than a native speaker when taking into account second language speaker's steps in answering questions. (Ma,2008), Rowe(1986) stated that teachers, on average, waited less than a second before calling on a student to respond , and only a further second was then allowed for students to answer befor teacher intervened, even rephrasing the question or calling on some other student to respond.Indeed, teachers should be alerted to the fact that the wait-time which occurs after a question (i.e , the lenght of silence after the

issuing of a question, before the teacher undertakes an action, is important to allow for students participation (Linghtbown & Spada, 2013, p. 147). Therefore, teachers tend to wait for one or two seconds before allocating the turn to an other student or answering the question themselves, however, when students are given more time to construct their answers, students tend to produce more responses as well as longer and more complex utterances (Dahlkwist, 2012).

Furthermore, many studies show that students are not given enough time to answer questions. Swift and Gooding (1983) found that in classrooms where teachers receiving training in wait-times, students responses were longer and the rate of student's talk was greater than in classrooms where teachers not receiving the training. Swift and Gooding also claimed that teachers who increase their waite-times also tend to alter their questioning patterns.

7. Classroom Interaction

Interaction generally refers to the process in which students are exposed to the target language, it involves any interaction which takes place between teacher and students and among students themselves. It was defined by many researchers, Jhonson (1995) described class participation as an explicit behaviour and language learning in the class which determines the students' learning opportunities and use of the target language. Therefore, class interaction can be categorized in various ways depending on its examination such as responding to questions can be constructed with acting out of dialogue. In this field, some studies indicated that class interaction does not contain random acts but has its patterns. (Van Lier ; 1988). Thus, Sinclair and Couthard's (1975) study collected data from traditional school classrooms in the UK and revealed one of the most characteristics findings concerning interaction patterns, they found that when teachers and students talk, they often follow a

general pattern of three steps in sequence : initiation, response and feedback/evaluation (IRF/E).

Moreover, The development and success of classroom interaction between the teachers and the students as Tsui, (1995), (P104),”interaction is the collaborative exchange of thoughts, feelings, or ideas, between two or more people .” though the interaction with teachers, students can increase their language store and as well as languages they possess ,interaction is an important concept for English language teachers Long, (1996), (P413), argues that “interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need.”

7.1. Teacher -student interaction:

Teachers student's relationship provide an essential foundation for effective classroom management and this later is a key to high student achievement; Combs, (2006), (16), “students relationship play an equal important role in student's success across all subjects.” The discussion is a crucial way to create a ppositive atmosphere for students better learning.

7.2. Interaction and Student Input

Determining the effects of asking questions on communicative classroom interaction and student output points to the underlying issue of authenticity in EFL teaching. Ellis (2003) sees that authenticity in the classroom in terms of a learning continuum which situational authenticity eg : role plays at one end, and interactional authenticity eg : student describing an image not visible to their partner. Similarly, in studies of teachers' questions (Long and Sato 1983 ;White and Lightbown 1984), it has been suggested that, unlike interaction beyond the class, teacher talk in class is specified by the predominant use of display questions. A lack of referential questions is seen to suggest that communicative language teaching may lack meaningfulness.

Besides, referential questions were defined in terms of communicative interaction as "genuine information questions" (Van Lier, 1988) and "real questions" (Wintergerst, 1994 :86). But, since student's learning is not based on a real life authenticity, classroom interaction may have an authenticity of its own. Thus, referential questions may be more appropriately defined in term of authentic interaction and communication outside the classroom rather than inside it, even though this type of questions do have some of the qualities of authentic communication such as the questioner not knowing the answer. This position is supported by Cullen who states that : "communicative talk must be based primarily on what is or is not communicative in the context og the classroom ... and that the application of criteria communicativeness solely on the basis of social behavior which exists in certain contexts outside the classroom could result in an appropriate and ultimately unattainable model for the majority of language teachers to follow " (1998 ;180-181).

8. Referential Questions and Extended student output

Many studied have shown that enhanced student output and referential questions are attached items in interactive or communicative learning contexts. Wintergerst's study (1994) of solicits yielding extended student responses found : "referential questions three times as prevalent as any others noted " in discussion lessons. "Whith beginning lessons somewhat higher than advanced " (1994 :77). Wintergerst's results about biginner groups who use more referential questions were enpected, because biginner level students are exposed to interact interact less and produce less output. concerning the fact that referntial questions occur more frequently in discussion lessons is due to the nature of class, would be expected, where more extended answers are expected.

9. Questioning Strategies

The teacher employed the strategies by Wilen (1987) to get an appropriate response. The teacher employed referential questions through phrasing questions clearly, providing wait time providing positive feedback, and probing students answers. In doing those strategies, the teacher employed clearly and in dynamic way.

The teacher delivered referential questions by some strategies, like by phrasing questions clearly, providing wait time, providing positive feedback, and probing student's answers. The strategies used to unclear and inappropriate student's answers. The referential questions which were intended to ask opinions and to seek information were employed by several strategies, thus the student's responses were longer and meaningful, so the delivery of referential questions with some strategies and student's responses are presented as follows:

9.1. By phrasing question clearly

As stated by Wilen (1987) about questioning strategies, when the teacher phrased the referential questions clearly, it would help students to answer the questions in longer and meaningful utterances. the questions asked by the teacher are delivered and phrased clearly and in an organized way. clear means that, not only voice that the students could hear teacher's voice, but also, the teacher must ask clear questions which students where familiar with the meaning brought in that question, and use frequent words, delivering the questions clearly and in an organized way is significant to aim students to answer questions appropriately and clearly.

9.2. By providing wait time

Walsh and Sattes (2011) define wait time as “the significant pause after question and sometimes the pauses after a given answer prior to additional feedback, other verbal responses, or a second question.”

At the beginning of the discussion, the strategy of providing wait time happened mostly, when the teacher was asking students opinions about certain topic. It found that at the beginning of some activities, the students were not ready and less enthusiastic, thus the teacher realized that situation and provided enough time for students. The time which was provided by the teacher was medium. It was not short nor long, the teacher used some techniques and would not just keep silent waiting for the student's responses but repeating questions in other words were provided, this means that, the teacher was dynamic in providing wait time. Through waiting time, the teacher encouraging students to respond the questions and students were also involved in better social interaction, they felt directed and respected upon their answers.

9.3. By providing positive feedback

The way of providing positive feedback is applied to acknowledge and build upon students ideas (Willen, 1987). The teacher rarely acknowledge the students answers or the teacher employed simple acknowledge words to praise students answers, the teacher usually gave feedback upon students' responses and seemed to be checking or confirming students' responses, when the teacher praised the students that indicates that the students feels confident after the acknowledge.

9.4. By providing students answers

Probing students answers is a strategy to assist the student in strengthening his or her initial response rather than providing negative feedback or ignoring the inaccurate answer and calling on another student to respond (Willen, 1987), sometimes the teacher probed students

answer and in certain occasion the teacher called another student to respond . This strategy is also associated the teacher strategy of phrasing questions clearly because some students' responses were generated after the teacher phrased the questions.

10. The effect of referential questions on ESL Classroom Discourse

Indeed, many studies have focused on comparing the use of referential questions vs display questions foreign language classrooms, the results were mainly concluded that the situation in EFL settings does not differ from the British secondary classrooms that Sinclair and Coulthard (1971) studied. In this regard Lynch (1991, p, 202) summarized the findings as follows:

Referential (information seeking) questions, which predominate in NS-NNS conversations outside the classroom (76% of all questions asked) made up a mere 14% of questions asked by teachers. These results suggested that contrary to recommendation of many writers on second language teaching methodologies, communicative use of the target language makes up only a minor part of typical classroom activities.

Moreover, Brock studied the effect of referential questions on ESL classroom discourse. His research was conducted with four experienced ESL teachers and 24 non native speakers. two of the teachers were trained to integrate referential questions in their classrooms , whereas the other two were not. Brock found that the two teachers who had not been trained to ask referential questions asked a total of 141 epistemic questions. Of the total 24 were referential questions and 117 were display questions . However, the teachers who had been trained to ask referential questions ask 194 epistemic questions altogether. Of the total 173 were referential questions and 21 were display questions. The study indicates that those learners who were asked more referential questions produced significantly longer and more syntactically complex responses.

11. Referential Questions V.s Display Questions

According to Brown (2007) every question has a place in the interactive classroom, however, display questions (or known-answer questions) which have been much research subject, have different views among researchers. Some scholars have considered display questions to have a negative impact on students learning, display questions typically imply that only one answer is correct (Lee, 2006), this means that this type of questions may not contribute to promote learning. Nevertheless, (Lee ,2006) has shown that display question do have a central place in language class and must be seen as a valuable and important resource for communication.

Ultimately, display questions have been contrasted with referential questions in which any answer is acceptable and teacher does not know the answer. Referential questions might not be seen as appropriate for all levels of proficiency, in other words, the higher proficiency students possess, the more referential questions can be used (Brown, 2007), but questions must not be too obvious or too complex to enhance learning.

Section Two : Participation in Oral EFL Classes

1. Definition of Participation

Class participation is also referred to as classroom discussion (Burchfield, and Sappington 1999), talk, verbal load (Karp and Yoels 1976), comments and responses to oral questions (Cross, Frary and Weber 1993). Thus, faculty and students definitions of, and preference for, participation in class discussions are not always harmoniously aligned (Dallimore, Hertenstein and Platt, 2004 ; Fritschner, 2000), which has a potential to complicate classroom communication. The tendency is for faculty to define participation as oral, whereas students definitions are more diverse (Dallimore et al, 2004). According to Lee (2005), participation refers to student speaking in class which consists of supplying answers, asking questions, making comments and joining in discussions. Indeed, when studies have examined student perception, they often explored how students' participation in classroom discussion affects their perceptions of professors and classroom climate. For instance, students who actively participate perceive their instructors more favorably than students who participate less (Crombie, Pyke, Silverthorn, Jones and Piccininn, 2003 ; Fassinger, 2000).

Other researchers, in the example of Beng (2003 :1), extended the concept of class participation beyond the simple acts of being present or 'saying something' to equate it with the process being actively engaged students should be able to ask questions, provide insights to support arguments, personal views, attitudes, principles, experiences, explore perspectives and 'clarify materials.' Thus, a conducive classroom environment involves two-way interaction between students and instructors, this kind of environments creates a satisfaction of both sides. In this regard, Wade (1994) said that most students can obtain the benefits such as the enjoyments of sharing ideas with others and learn more if they are active to contribute in class discussion. Ultimately, making participation part of assessment requirement is

claimed «to encourage students to develop their oral communication skills and to demonstrate other skills such as interacting and cooperating with their peers and tutor » (Dancer and Kamvounias 2005 :446) or lead to increase performance, and retention of course, content (Dallimore et al. 2004).

2. Language Learning and Class Participation

Classroom participation represents both a theoretical concept for researchers and a practical anxiety for teachers within foreign second language pedagogy. As in theories of SLA that focus on teaching methods in which students can participate through them such as :audio-lingual method and communicative language teaching . Indeed, in order to describe why students can or can not participate in their classes , participation has been studied from pedagogical and sociolinguistic perspectives. Such studies have found that According to social factors such as the age , gender and culture of teacher and students (Fassinger 1995), and organisational factors such as : class size and curriculum (Howard et al, 1996) may affect class participation.

3. Individual and Group Participation

Researchers have made a distinction between students participation as individuals and the participation of individual students as a part of the collective group to differentiate between a participant and a party. In terms of choral responses, Lerner(1993, 1995, 2002) shows that a speaker can design turns so as to provide for 'conjoined participation' by several speakers in the next turn, while some studies claim that teacher handles students as a collective party (Payne and Hustler, 1980). Whereas, Sahlstrom (1999, p.91) believe that the collective speaking party « does not seem to facilitate equity in any straightforward way ». ultimately, Hammersly(1990) indicates that student participation depends on teacher's questions which may create the problem of making students compete to answer at the

same time, so, teacher may consider individual students for displaying participation rather than the collective group.

4. Types of participation:

The general pattern of classroom participation seems to be mainly verbal, because oral participation can be considered the basic indicator of student participation. Infact, there is no difference upon the importance of particular types of classroom participation. (Dalimor et al, 2004). As an example, stated that students' participation does not mean only speaking, but it includes a variety of non-verbal characteristics (Fritshner, 2000). This means that classroom participation includes both oral engagement and non-verbal acts that have a relation with the ongoing activity. Therefore, it is obvious that students are engaged in classroom discussion through both oral and non-oral participation.

Another important approach to participation deals with it as graded participation. This kind of participation is mainly concern with participation for classroom activities. There are some types of participation, starting with the normal form of oral and graded participation and then considering the other types of participation such as desk-talk and embodied action

4.1 Graded and oral participation:

Graded participation requires oral engagement, teachers evaluate students from their involvement in classroom discussion. When students speak in the class during the course this is what mean by oral participation, for example interaction between teacher-student, or with student-student, answering and asking questions. Students who do not take part in the discussion are often considered to be passive and are not generally involved when participation is graded. However, (wood, 1996, p.111) stated that “a class participation requirement neither promotes participation nor does it effectively measure what student learn in class.” She argued that “we must get away from the false assumption that the amount one

learner is directly connected to the amount one does (or does not) talk. We deduce that the evaluation of student participation should not be limited to oral interaction. In fact, there are no rules that oblige student to participate in the same way, or even to the same degree.

Rather, the most important goal is to make student participate in ways that will help them achieve the learning goal, and no one is prevented from participating in classroom.

However, there are some factors that discourage oral participation such as time, time constraints and class size, meaning that students have less opportunities to speak in large classes because time is limited and students may not be able to speak at the same time.

4.2. Silent or non-oral participation :

As mentioned above, in large classes graded and oral participation strategies can not be relevant and take place because of limited time. Although silence and speech are both components of human communication, (Petress, 2001) suggested that “it is unethical for students to refuse to participate in their class.” “He claimed that “silence might negatively influence classroom learning by reducing the teachers’ effectiveness and students benefits.”

However, other studies indicate that silence might be more effective in learning than oral participation, because it gives students more opportunities with good listening, thinking and reflecting

skills stated by (Jaworski and Sachev, 1998). Even if silent students do not contribute orally by producing embodied actions to show their reactions towards surrounding events, or by providing implicit oral utterances a part from the ongoing discussion as in desk-talk.

4.3. Classroom embodied action:

The production of embodied action is very important in understanding what is going on the term 'embodied action' mean that "a range of visible displays that contribute in some way to interaction, such as a hand or arm gesture, a display of gaze directed." Stated by (Olsher, 2004, p.223).

As (Durantic, 1997, p.329) claimed that "looking at members within their groups means to understand not only what one person says to another, but how speaking and non- speaking participants coordinate their actions, including verbal action."

4.5. Classroom desk talk:

Desk-talk is defined as turns in which students select and nominate themselves to participate beyond the classroom discussion. Desk-turn occurs between two or more students which appear to be designed as contributions to the ongoing discussion are included in this type of participation. Therefore, these utterances may not be aimed at the whole group discussion, but are designed mainly for students sitting next to the speaker (desk partner) when the other numbers of the class are busy with the ongoing talk. This, includes instances of 'private speech' in which turns are designed for the speaker her/ himself and not for anybody else (Ohta, 2001).

5. Managing Student Participation

Researchers have indicated many strategies for teacher to manage student participation in classroom, such as ; latching turns which is often marked by '='transcripts (Sacks, Schegloff & Jeferson, 1974, p.731). Another teacher strategy involves how teachers control topics in institutional conversations, for example, initiating achanging topics (Chun, 1994).

The imperative mood is also a strategy that can be interpreted as a way of using teacher power in conversation with students (Chun, 1994).

In addition to the previous strategies, using questions has traditionally been considered an important strategy. As reported by Mori & Zuengler (2008), teachers use questions to initiate students' turns in the face-to-face classroom. These questions are divided into two types: referential and display questions, and referential questions can be divided into two subtypes: open referential and close questions (Luu & Nguyen, 2010). Open referential questions can be used by teachers to elicit complex and long students' responses; otherwise, teachers can use closed referential questions such as yes/no questions when preferring short responses with small amounts of information (Luu & Nguyen, 2016). Thus, in face-to-face classroom Shomoossi (2004) indicates that teachers use display questions more frequently than referential questions. To summarize, it is known generally that referential questions trigger more interaction as display questions require short answers and thus do not elicit long language output (e.g. Luu & Nguyen, 2010; Abdullah & Hosseini, 2010).

6. Participation and Organization of interaction

Associating classroom with participant organization has been emphasized by previous studies, and the importance of interaction for learning in pairs and groups is supported by two theories of language learning: sociocultural theory based on the work of Vygotsky (1978) and the psycholinguistic theory of interaction based on the work of Long (1983). According to Foster (1989), group work has an effective impact on learning since it helps to overcome the anxiety that students face when speaking up in front of their classmates, consequently a positive relaxed learning is created. Thus, silent students may be engaged in oral discussions because students express their ideas and thoughts and give explanations to each other (Brumfit, 1984). However, other researchers focused on working in pairs, for example Swain

and Lapkin (2000) asked students in a french immersion class to take notes while they listen, and then working in pairs to rewrite the provided passage. They found that students participated in such communicative tasks, they successfully helped each other to provide information about the language structure and corrective feedback. In this regard, Walsh (2006) added that in various contexts students may learn better in collaborative dialogue where they can co-construct knowledge by supporting each other in linguistic and non-linguistic knowledge gaged activby correcting each other, solving problems, and assisting each other to be enely .

Conclusion

By the end of this chapter, we can deduce that when there is a good interaction, learning is happening, however ; in classroom environment the teachers play a major role in enhancing students participation in classroom and enable students to develop new speaking skills or improve existing competence.

Additionally, without students active involvement interaction, students will find it difficult to learn new concepts even teachers are competent subject matter experts. though teachers can have activating techniques to keep students involved and give them part in the lesson, rather than merely be silent and passive receivers of information. However, it could be argued that teachers can, within the classroom improve teaching and make the classroom a better learning environment for students to participate through the use of referential question.

Chapter Two: Data Analysis and Interpretation

Introduction

This chapter represents the practical framework of the present study which aims at investigating the effect of asking referential questions on enhancing student's participation in oral classes. It represents a discussion of results obtained from the analysis of two questionnaires, the first one administered to students of third year's English degree in the University of Mohamed Sedik Ben Yahia. The second questionnaire was submitted to teachers of oral expression in the same university. Next a classroom observation was analyzed in oral sessions in the University of Mohamed Sedik Ben Yahia with third year English degree. The students awareness of referential and display questions will be investigated in this chapter. It will be formed out of the analysis of data collected from the questionnaires, and then it will be conducted with a discussion of results.

1. Data Collection Method

The objectives of data gathering tools depend on the overall objective of our research, however; in order to prove the significance of using referential questions on enhancing students' participation; before doing so, we found it logical to investigate the improvement of students' participation in oral classes through the use of referential questions. Thus, the choice of the method is determined by the nature of the problem, this research work follows the descriptive method. Both qualitative and quantitative data were collected for this study; the quantitative data were gathered through counting of incidents of student's participation and responses marked on the statistical tables. Additionally, the qualitative data were collected through the answers that both teachers and students supplied to questionnaires.

2. Data Analysis and Discussion

2.1 Classroom Observation

In our study we implemented systematic classroom observation, which helped us to observe and see what happens in the classroom and to have authentic results. The sixteen sessions of classroom observation took place at the University of Mohamed Sdik Ben Yahia, the classes which were observed are the classes of third year English language on April 2018. The teachers were observed what kind of questions they used, referential or display questions. Then, the number of referential questions and display questions asked by teacher were calculated in each session. Moreover, the number of responses after each question asked was calculated, the data collected was imported and analyzed in a tally sheet using statistics, this made it easier to compare the differences in responses and participation when asking these two types of questions in classroom.

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2.1.1 Analysis of the observation :

Teacher 1 :

Table 01

Number of Questions, Students and responses in sessions 1, 2, 3, 4 in teacher 1's class

Sessions	Display	Response	Referential	Student	Response
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	question	question	question	question	responding (referential)	(referential)
Session 1	6	8	10	4	15	17
Session 2	7	5	8	5	19	23
Session 3	8	6	10	3	20	25
Session 4	5	7		6	23	27
Total	26	26	28	18	77	92

When display questions were asked, in session1, 25% (8out of 26) of the total students who participated during the 90- minute, instruction took part in the question-and -answer exchanges, while this number is 46,6 (15 out of 26) for the referential questions.likewise, 65,3% (17 out of 26) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was only 33,3% (10 out of 30). in session 2, when display questions were asked 15,6% (5 out of 26) of the total number of students who participated took part in the question- and- answer exchanges, while this number is 59,3% (15out of 26) for the referential questions.likewise, 79,3 % (23 out of 29) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was only 27,5 (8 out of 29). In session 3, when display questions were asked 18,7(6out of 26) of the total students who participated took part in the lesson, while this number is 62,5% (20 out of 26). Likewise, 69, 4 (25 out of 36) of the total responses supplied to referentialquestions, however the percentage of responses were given to display questions was only 18 ,7% (6out of 32). In session 4, 25% (7out of 28) of the total number of students participated when display questions were asked, while this number is 71% (23out of 26) for the referential questions. Likewise, 87% (27 out of 31) of the total responses supplied to

referential questions, however the percentage of responses were given to display questions was 24,1 (7 out of 29).

Note: the justification why there are more responses than the number of students was that some of the questions had for more than one correct response; thus, some students supplied more than one answer. We notice that when a referential question is asked students could produce more than one correct response.

Teacher 2:

Table 02

Number of Questions, students and responses in session 1, 2, 3,4 in teacher 2's class

Sessions	Display questions	Students responding	Response (display)	Referential questions	Students responding (referential)	Response (referential)
Session 1	10	8	8	5	21	24
Session 2	7	6	12	7	24	40
Session 3	4	15	4	3	23	32
Session 4	3	7	8	8	15	15
Total	24	36	32	23	83	111

When display questions were asked, in session 1, 30,7% (8out of 26) of the total number of students who participated during the 90-minute instruction took part in the question-and – answer exchanges, while this number is 80,7% (21out of 26) for the referential questions. Likewise, 75% of the total responses supplied to referential questions, however the percentage of responses were given to display questions was 30,7 (8out of 26). In session 2, when display questions were asked 34,6% (9out of 26) of the total number of students who participated took place in the lesson, in contrast this number was 92,3 (24out of 26) for the

referential questions. Also, 78% (25 out of 32) of the total responses were supplied for referential questions, still the percentage of responses provided to display questions was only 22% (6 out of 27). In session 3, when display questions were asked 38,4% (10 out of 26) of the total number of students who participated in the lesson, likewise this number is 74,2 (26 out of 35) for referential questions. Correspondingly, 88,4% (23 out of 26) of the total responses were provided for referential questions, however the percentage of responses supplied to display questions was just 25 (8 out of 32). In session 4, 26,9% (7 out of 26) of the total number of students participated when display questions were asked, while 55,5 (15 out of 27) took part in the lesson when referential questions were asked, while 73% (19 out of 26) of the total responses supplied to referential questions, however the percentage were given to display questions was 30% (8 out of 26).

Teacher 3:

Table 03

Number of questions, students and responses in session 1, 2, 3, 4 in teacher 3's class

Sessions	Display questions	Students responding	Response (display)	Referential questions	Students responding (referential)	Response (referential)
Session 1	6	7	6	4	16	19
Session 2	5	4	8	5	19	21
Session 3	8	6	7	7	20	24
Session 4	9	11	13	9	23	25
Total	28	28	34	25	78	89

25,9% (7 out of 27) of the total students participated in the question-and-answer exchanges when display questions were asked, on the other hand, this number is 61,5%

(15 out of 26) for the referential questions. correspondingly, 73% (19 out of 26) of the total responses were provided for referential questions, however the percentage of responses supplied to display questions was just 23% (6 out of 26). In session 2, when display questions were asked 15,3% (4 out of 26) of the total number of students who participated took part in the question -answer -exchanges, while this number was 73% (19 out of 26) for referential questions, likewise 80% (21 out of 26) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was 30% (8 out of 26). In session 3, when display questions were asked 22% (6 out of 27) of the total students who participated took part in the lesson, while this number is 76,9% (20 out of 26) for referential questions. Likewise, 92,3 % (24 out of 26) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was 26,9% (7 out of 26). In session 4, 42,3% (11 out of 26) of the total number of students participated when display questions were asked, while this number is 88,4% (23 out of 26) for referential questions. likewise, 50% (13 out of 26) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was only 42,3% (11 out of 26).

Teacher 4:

Table 04

Number of questions, students and responses in sessions 1,2,3,4 in teacher 4's class

Sessions	Display question	Students responding	Response (display)	Referential questions	Student responding (referential)	Response (referential)
Session 1	4	4	5	5	19	19
Session 2	3	3	3	4	20	20
Session 3	3	5	4	5	15	15
Session 4	5	6	5	3	17	17
Total	14	26	30	34	88	112

In session 1, 14,2% (4 out of 28) of the total students took part in question/ answer exchanges when display questions were asked, in contrast, this number is 67,8% (19 out of 28) for the referential questions. Also 67,8% (19 out of 28) of the total responses were supplied for referential questions, still the percentage of responses provided to display questions was only 14,2% (4out of 28). In session 2, when display questions were asked 10,7% (3out of 28) of the total number of students who participated took part in the lesson, while this number is 71,4% (20out of 28) for the referential questions. Likewise, 72,4% (21out of 28) of the total responses supplied to referential questions, however, the percentage were given to display questions was only 10,7%(5out of 28). In session 3, when display questions were asked 17,8% (5out of 28) of the total students who participated took part in the lesson, while this number is 53,5% (15 out of 28) for the referential questions. Likewise, 53,5% (15out of 28) of the total responses supplied to referential questions, however, the percentage of responses were given to display questions were only 14,2%(4out of 28). In session 4, 21,4%(6 out of 28) of the total number of students participated when display questions were asked, while this number is 60,7%(17out of 28) for the referential questions. Likewise, this number is 64,4% (18out of 28) of the total responses supplied to referential questions, however the percentage of responses were given to display questions was only 17,2% (5out of 28).

2.1.2 Discussion

The results of the study show that when a referential question is produced, students participate more than display question do. When students are asked about their opinions or experiences, all of them participate, explain what they think. Some students mention more than one answer because they feel free and comfort to express their point of views. Most of the students justify their believes and their opinions. They also interact with each other either with the teacher or with their classmates, expressing their agreement/ disagreement. In fact, the students are free to say whatever they want. The discussion between students and teacher look more natural, like the one that may occur outside the classroom. A noticeable point is the amount of teacher talk, which is reduced. Therefore, it is evidenced during the observation that referential questions engender more responses from students. It creates more opportunities for language development and enable the students to express their feelings and opinions; moreover, referential questions seem to create more realistic situations in language classroom.

In the other hand, when teachers want to check students' comprehension, they use display questions. Most of the time there are two or three students can participate, giving the correct answer, and sometimes say it in different words. Usually a silence follow supplying the correct answer in the case of display questions. It requires short answers, which contain small pieces of information, like antonyms and synonyms, words meaning and pronunciation, comprehension check. It is believed that, this kind of questions do not produce much classroom interaction. It seems that display questions may help teachers to provide comprehensible input for learners. While, referential questions usually require long answers which contain interpretation, elaboration, giving opinions and sharing experiences and opinions.

2.2 Students' Questionnaire:

2.2.1 Aim of the Questionnaire

We have designed a questionnaire for third year students to investigate the willingness of the student to interact with their teachers when asking both types of questions (referential and display questions), and to enhance their participation through the use of referential questions.

2.2.2 Description of The Questionnaire:

The student's questionnaire in this research was submitted to third year students of Foreign Languages classes in the University of Mohamed Sedik Ben Yahia. It's made up of 2 sections with a total number of 20 questions . The first section contains 4 questions about 'General Information ' of the participants such as age and gender. The second section involves 16 questions in which students are given an opportunity to express their opinions and attitudes about referential and display questions .S students are asked to answer 'yes or no' and to choose the adequate answer from the different options , they are also to justify their answer in some questions .

2.2.3 Presentation and Analysis of Students' Questionnaire

The results obtained from the questionnaire are presented in the form of the following statistical tables:

Responses to Question 1: What is your gender?

A. Male

B. Female

Table 05

Student's Gender

Options	Number	Percentage
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A	15	16,66%
B	75	83,66%
Total	90	100%

The table shows that the majority of students are female 83, 66 %and only 16, 66 % are males, which proves that females are more likely to study English.

Responses to Question 2: How old are you?

- A.19 – 20
- B.21 - 23
- C.24 – 25

Table 06

Students' Age

Options	Number	Percentage
A	20	22,22%
B	46	51.11%
C	24	26.66%
Total	90	100%

The table above represents the ages of the students, which are shown to vary from 19 to 25 years old. However, the majority 51, 11% is 21 to 23 years old. The second category 26, 66% represents students who might fail once or twice or they have changed the branch.

Responses to Question 3: Why did you choose to study English?

.....

Concerning question three, many respondents said that they chose English for professional purposes, while few of them replied that they like to speak English fluently for this reason it was their choice in order to improve their skills and a minimal proportion of students consider English as the most suitable branch to study because it will help them when they travel abroad.

Responses to Question 4: How would you describe your English language proficiency?

A. Very well

B. Well

C. Average

D. Poor

Table 07

Student's English proficiency

Options	Number	Percentage
A	10	11,11%
B	50	55,55%
C	30	33,33%
D	0	0%
Total	100	100%

As seen in the table above, 11, 11% of students said that their English is very well, while 55, 55 of them described it as well and 33, 33 %of the participants considered their English on the average. Of course, no one said that it's poor.

Response to Question 5: What should an oral expression teacher do?

- A. Speak more than students
- B. Speak only when students need his help
- C. Encourage students to speak to one another

Table 08

Student's opinion about teacher's role

Options	Number	Percentage
A	12	13,33%
B	15	16,66%
C	63	70%
Total	90	100%

According the results collecting from the questionnaire, only 13, 33% of the students asked think that the best teacher is the one who speaks more than students, while 16, 66% of them said that he has to speak only when his students need his help. However, the majority 70 consider the role of teacher is to encourage students to discuss in oral classes. This proves that students need teacher encouragement to interact well.

Responses to Question 6: How often do you participate in class?

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

Table 09

Student's quantity of participation

Options	Number	Percentage
A	16	17,77%
B	14	15,55%
C	17	18,88%
D	18	31,11%
E	15	16,66%
Total	90	100%

This question aims to know how often students participate during the English class. the percentages are close, 17,77% of the respondents replied that they always participate which proves that they are active students. While 15,55% said 'often', and 18,88% chose 'sometimes' may be when they feel interested in the topic discussed. In term of non-participation, it's the behavior that is shown by a minimal proportion of participants who

said 'never' and a significant proportion of 31,11% who seem to be silent students since they rarely participate .

Responses to Question 7: How is relationship with your teacher?

A. Good

B. Normal

C. Bad

Table 10

Student's Relationship with their Teacher

Options	Number	Percentage
A	43	47,77%
B	47	52,22%
C	0	0%
Total	90	100%

From the table's result, we notice that 47,77% of the students feel good in their relationship with their teacher and more than half 52,22 %are satisfied too. This reveals that teacher knows how to monitor and control the classroom and create a conducive environment where they respect him.

Responses to Question 8: Do you like to be asked a referential question by your oral expression teacher?

A. Yes

B. No

Table 11

Students Attitudes about Referential Questions

Options	Number	Percentage
A	65	72.22%
B	25	27.77%
Total	90	100%

This question is about knowing student's attitudes toward referential questions, and from it we can see that 72, 22 % of them have a strong desire to be asked in oral session. Whereas, only 22, 27% do not like this type of questions. From the results obtained it's asserted that referential questions are beneficial to the development of student's communicative competence and they motivate students to listen, think and answer.

Responses to Question 9: If you are asked a referential question such as "what do you think of.....?" "Will you be willing to share your ideas?"

A. Yes

B. No

Table 12

Student's Interaction with Referential Questions

Options	Number	Percentage
----------------	---------------	-------------------

A	71	78.88%
B	19	21.11%
Total	90	100%

Students were asked whether they like to share their ideas when asking them questions about their opinions. The option “yes” is dominated by 78.88%. While just 21.11% said “no». The results approve that learners can get more opportunities to communicate and interact with each other, help each other in problem solving tasks and attempt to make themselves understand.

Responses to Question 10: Are you usually willing to participate if a referential question is asked and you are not certain of the accuracy of your answer?

- A. Yes
- B. no

Table 13

Students Willingness to Answer Referential Questions when they are not sure

Options	Number	Percentage
A	63	70%
B	27	30%
Total	90	100%

The table above reveals that the majority of students 70% try to participate even they are not certain of the accuracy of their answer. However, only 30% of them prefer to not take the initiative. Since ,answering questions is often regarded as a way of practicing the language, students are generally expected to participate actively when teacher asks a referential question which make students get use to think and express their opinions .

Responses to Question 11: In your opinion, what is the effect of using referential questions on the student's willingness to participate in oral classes?

A. They gives them enough opportunity to express their personal ideas and thoughts about the topic discussed.

B. Referential questions encourage more students to participate since there no definite answer.

C. Since “any answer is acceptable «for referential questions, more students would not hesitate to answer and this would develop their speaking skill.

Table 14

Student's opinion about the effect of referential questions

Options	Number	Percentage
A	31	34,44%
B	29	32,22%
C	30	33,33%
Total	90	100%

It is noticed from the table results that 34,44 %of the respondents consider referential questions as a chance to express personal opinions and principles. Whereas 32,22 %claim that

they affect participation in a good way and 33,33 agree that this kind of questions help to develop speaking skills since any answer is acceptable for them. These results confirm the work of many researchers in this field such as Brock (1986), Dalton-Puffer (2007) and many other researchers.

Responses to Question 12: Do you like it when you answer a referential question ,which is also followed by your teacher's personal opinion ?

A. yes

B. no

Table15

Students desire to know Teacher's personal opinion

Options	Number	Percentage
A	71	78,88%
B	19	21,11%
Total	90	100%

Almost all students asked prefer to listen to their teacher opinion (78,88%),in comparison to only 21,11% who do not agree. When asking them why they think so, many answers were collected, some said that teacher opinion helps them to discover teacher's principles learn from them and create a positive environment and interaction .Besides, they claimed that teacher character affect their decision to participate.

Responses to Question 13: All in all, do you prefer referential questions or display one?

The last question of the questionnaire, question 13, was asked to check whether students prefer referential questions or displays ones, from the answers collecting almost all of them showed their preference to referential ones because they are beneficial and help them to practice the language better.

2.3 Teacher questionnaire:

2.3.1 Aim of the questionnaire :

The teacher questionnaire aims at knowing teacher's opinion about referential question as well as the teacher's role in enhancing student's participation in addition, we seem to answer questions about teacher's awareness of using referential questions in classroom.

2.3.2 The description of the questionnaire:

The questionnaire has been distributed to (10) teachers of oral expression of English department, nevertheless; the questionnaire is a mixture of close open question.

The questionnaire consists of three sections, each section has a related to the title of its section. The description of the sections are as follows:

Section one: this section includes (4) questions about teacher's information, their gender, their qualification, their experience and their opinion of teaching oral expression.

Section two: it consists of (5) questions, all about classroom interaction and participation, the time that the teachers expend in question – answer exchange in classroom, and about their evaluation about classroom participation.

Section three: this section deals with referential questions, how can this type of question enhance students' participation, as well as their opinions about this kind of questions.

2.3.3 The population of the study

The population of this study consists of 3 classes of third year LMD students of department of English of Jijel University (2017-2018)

We have chosen third year LMD students to be the population of our study because they have a relation with the subject, as well as they have an experience in university of three years, therefore, they can help us to recognize our study to enhance students' participation through asking referential questions.

2.3.4 The sample of the study:

For this research work, we have selected a random sample in objective way. From a population of (300) students, (90) students were selected randomly to be the sample of our study. The teacher questionnaire aims at knowing teacher's opinion about referential question as well as the teacher's role in enhancing student's participation. In addition, we seem to answer questions about teacher's awareness of using referential questions in classroom.

2.3.5 The Analysis of The Questionnaire:

(10) teachers were asked to fill a questionnaire to find out their opinions about "the effect of asking referential questions on enhancing student's participation in oral classes".

The results obtained from the questionnaire are presented in this section, the parenthesis within some responses show the number of teachers who gave that specific response.

Response to Question 01: Indicate your gender ?

A.Male

B.Female

Table 16

Teacher's Gender

Options	Number	Percentage
A	4	40%
B	6	60%
Total	10	100%

According to the results, we notice that the number of males is less than that of females.

We have in our population 40 of males and 60 of females.

Responses to Question 2 : Degree held ?

A.license BA

B.Magister MA

C.Master MA

D.Doctorat PHD

Table 17

Teachers' Degree

Options	Numbe	Percentage
A	1	10%
B	3	30%
C	4	40%
D	2	20%
Total	10	100%

We notice from the table below that the majority of teachers stated that they have either a Magister (3) or Master (4) degree, (2) teachers have a Doctorate degree and only (1) teacher have a license degree.

Responses to Question 3 : For how many years have you been teaching English at University?

This question is an open -ended question where teachers are required to answer in the blanks left

Below the question which seeks to investigate how many years have been teaching English.

(4) Teachers stated that they have been teaching English for (2) years, (4) teachers stated that they have been teaching English for more than 5 years, other (2) teachers stated that they have been teaching English for more than 20 years.

Responses to Question 4 : How do you find teaching oral expression?

All teachers stated that teaching oral expression is exiting and interesting. They said that it is a good experience since each session they enjoy hearing new voices.

Responses to Question 5 : How do you describe your student's participation in oral classes?

- A. Very satisfying
- B. Satisfying
- C. Average

Table 18

Teachers' Opinions about their Students' Participation

Options	Number	Percentage
A	5	50%
B	4	40%
C	1	10%
Total	10	100%

Almost all teachers stated that they have a very satisfying students participation in oral classes and they have no problem with them. (4) teachers stated that they are satisfied with their students 'participation and involvement during the course. Only (1) teacher claimed that his students' participation is average.

Responses to Question 6 : which skill do you think is the most important that help your students to talk in classroom? Why?

A.listening

B.speaking

Table 19

The important skill which motivates students' talk

Options	Number	Percentage
1	3	30%
2	7	70%
Total	10	100%

We notice from the table that 70% of teachers consider speaking skill as the most important skill that helps students in classroom they stated that speaking skill is the ability to communicate with others much more than the ability to write, listen or read.

On the other hand, only 30% of teachers consider listening skill important for helping students to talk and interact in classroom, they claim that listening helps students to acquire language subconsciously.

Responses to Question 7 : Do you think that interaction in oral expression is partially due to the types of questions asked by the teacher?

In this question, teachers differ in their responses from one to another. (4) Teachers claim that it due to the level of students, other (4) teachers state that it is partially due to the types of questions. One teacher state that “the reason for the learner’s silence or reluctance to participate might have been due to the ineffective questioning techniques.”

Responses to Question 8 : What do oral teachers hope to achieve when ask students questions?

All teachers noted that no matter what type of questions they ask, they expect their students to make use of the questions and open an interaction with the classmates as well as the teacher.

One teacher stated that questions can help the teacher “make sure whether or not students have understood the lessons well.” and their concern is to make them talk in all cases, to test their pronunciation, selection of vocabulary items and getting rid of shyness and to achieve fluency.

Responses to Question 8: what is language teacher's purpose when asking students questions?

It was found that teachers use questions and questioning for variety of purposes in the classroom. (2) teachers stated that they ask students questions in order to enable them to think critically and to check understanding.(4) teachers stated that they ask students questions to elicit language and opinions as well as to check prior knowledge, while the rest of (4) teachers claimed that they use questioning to increase students' talk time and to enable them to practice speaking, however this shows that the majority of teachers ask students questions to facilitate student interaction and to know their prior knowledge as well as to check their comprehension.

Responses to Question 9 : How do you think questioning effects student's language development?

The answers that teachers give to this question suggested that questioning has an effect on student's language development, they stated that learning is enhanced by questioning, since questions lead to grammars and also vocabulary formation. Students are enable to produce through responding to questions thus, practice speaking.

Teachers agreed that questioning facilitates interaction and student involvement in the lesson.

In addition, with the right questions students develop critical thinking skills, helping them to increase their cognitive level.

By giving students opportunities to express themselves, appropriate questions make the classroom discourse genuine, being able to express their opinions and feelings in the language.

Responses to Question 10 : How much of class time do you think you spend on question / answer exchange in a speaking lesson?

A.70 or more %

B.Approximately 70%

C.25% or less

Table 20

Time Spending on Question/Answer Exchange

Options	Number	Percentage
A	2	20%
B	3	30%
C	5	50%
Total	10	100%

All of teachers agreed that the time spent on question / answer exchanges depended on the lesson and on the objectives of the lesson.

However, when they ask for a rough figure they came up with different numbers. (2) teachers believed that they only spent 70% of class time on question and answer exchanges, (3) teachers stated that they only spend 50% or less, the remaining (5) teachers claimed that they spend 25 % of a lesson on questioning.

Responses to Question 11 :Which type of question do you think you use more, referential or display questions?

(7) Teachers stated that the number of questions they ask depend very much on the level of students and the type of tasks and activities. They argued that if students have a low

level of proficiency, they ask more display question since those students need confidence and guidance, (3) teachers claimed that they use more referential questions since it helps

Student's interaction and it is a very good strategy to start the lesson with.

Responses to Question 12 : do you think your students interact more when they ask referential or display question? Why?

Approximately, most of the teachers respond to this question that students interact more when a referential question is asked since it pushes them to defend their point of view and they feel secure of speaking in front of their classmates and they are sure of their words. Only one teacher argues "for me it depends on the lesson, the time and the students because if I want them to give me personal ideas I will ask them a referential question, and if I want to check their knowledge I will ask them a display question."

Responses to Question 13: How do you think referential questions effects students language development?

All the teachers have the opinion that asking students referential questions allow language learners to express themselves, their opinions and ideas one teacher added that "using referential questions make student try to answer by themselves, by using their own personal opinions, and they can use language in a more fruitful manner."

Responses to Question 14: How do you think referential questions improve oral participation? e majority of teachers respond to this question that referential questions are much more valuable than display question in improving students' participation since they let students produce their own ideas, interact with each other, and it helps them internalize language better.

Responses to Question 15 : How do you think display questions effect your students 'language development?

The majority of teachers respond that display questions may not by themselves lead to acquisition but may raise student's awareness and boost their confidence. (1) teacher noted that "students are required to apply the same answer, that' why they need to select words, ideas and sometimes grammar which serve their objective.", another one added "although these questions may not resulting students 'critical thinking, they may pave the way for their participation and this participation may lead to acquisition." another one pointed out that "they make them learn how to understand something, to check their information and understanding."

Responses to Question 16 : How do you think display question effect students' oral production and participation?

The majority of teachers respond to this question that there is no specific type of question they ask, they hope and expect their students to make use of questions and begin negotiation with their classmates as well as the teacher. one teacher stated that "when I ask my students questions, they are all ears and do their best to provide the needed answer."

Responses to Question 17: Which category of students are referential questions more appropriate and beneficial for?

A.lower level language students.

B.higher level language students.

For what reasons?

Table 21

The category of students for which referential questions are beneficial for

Options	Number	Percentage
A	0	0%
B	10	100%
Total	10	100%

All teachers claimed that referential questions are more beneficial and appropriate for higher level, since students are more proficient in their second language and their vocabulary repertoire is wider. one teacher claimed that “this category of students are able to analyze, elaborate or even create, because they are not afraid of expressing their thoughts, since they face no difficulty concerning their language.” another teacher added that “if I ask beginner students referential questions, they would prefer keep silent or switch to their mother tongue instead of trying to speak in the second language.”

Responses to Question 18 : do you think your students interact more when ask referential questions or display ones? Why ?

The responses indicate that, when a referential question is asked almost the majority of student interact since this type of question gives student more opportunities to participate and share their ideas freely.

Conclusion

After the analysis of both students and teachers' questionnaire, we deduce that asking referential questions creates an atmosphere of interaction in classroom and facilitates more learning for students, the most of teachers agree that asking referential questions gives students the opportunity and allows them to express their feelings, opinions and ideas and both teachers and students prefer referential question because it facilitates more the process of learning.

General Conclusion

Participation in classroom depends on the types of questions, however this research was to set to find solution to enhance students' participation in classroom by using referential questions to create the best atmosphere for students to learn more and participate.

It was found that asking students referential questions facilitate more student participation and also enable them to produce longer sentences, engender more production. in fact, this study shows that through appropriate questions, teachers can language from the students of lower ability, since those students feel more confident when they become aware of the fact that they can express their opinions in the language they are learning.

In the light of the results of this study, language teachers might be advised to include more referential question in their teaching practice. as well as generating more student participation and longer responses, asking referential questions require the students to supply their own answers, which enable students to practice language in a more productive way. moreover, through exposure to referential questions, students have the opportunity to express their opinions and ideas, creating a genuine communication between teachers and students, and among students themselves. however, this does not mean that display questions are not beneficial and should be avoided altogether. display questions are invaluable tool playing an essential role in classroom discussion, since students understanding and comprehending should be checked.

Sine facilitating students' participation is one of the main concern of language teachers, teachers encourage each other to ask more referential questions, on count of the fact that most of the classroom interaction occurs in the manner of question / answer exchanges in language classroom.

Enhancing student's participation through the use of referential is a very important subject, that all the teachers have to take in consideration. However; through our results asking referential questions is an effective way to create a good atmosphere for students to participate and that will facilitate their expression as their ideas and opinion.

Appendix A

Sessions	Display question	Response question	Referential question	Student responding (referential)	Response (referential)
Session 1					
Session 2					
Session 3					
Session 4					
Total					

Appendix B

Questionnaire for Teachers

Dear teachers,

You are kindly asked to answer the following questions that aim at enhancing students participation in the classroom through the use of referential questions, (referential question means that the teacher does not know the answer and the answer is not written in the next, he asks just to know their opinion). Your contribution is too important for the present research .

Section One : Teachers'Information

Would you please answer the following questions ?

1- Indicate your gender ?

A.Male

B.Female

2- Degree held ?

A.Licence BA

B.Master MA

C.Magister MA

C.Doctorat PHD

3-How many years have you been teaching English at the University ?

.....

Section Two : About Classroom Interaction and Participation

1-How do you find teaching oral expression ?

.....

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2-How do you describe your students 'participation in oral classes ?

A.Very satisfying

B.Satisfying

C.Average

3-Which skill do you think is the most important that help your students to talk in classroom ?

Why ?

A.Listening

B.Speaking

4-Do you think that interaction in oral expression is partially due to the types of questions asked by the teacher ?

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.....

5-What do oral expression teachers hope to achieve when asking students questions ?

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.....

Section three : About Referential Questions

1-What are language teachers' purpose when asking students questions ?

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2-How do you think questioning effects students'language development ?

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3-How much of class time do you think you spend on question / answer exchanges in a speaking lesson ?

A.70%

B. approximately 50%

C-.25% or less

4- which type of question do you think use more, referential or display questions ?

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5- do you think that your students interact more when they ask referential or display questions ?why ?

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6- How do you think referential questions effects students' language development ?

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7-How do you think referential questions improve oral participation ?

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8- How do you think asking display questions, effect your student' language development ?

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9- How do you think display questions effect students' oral production and participation ?

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10- which category of students are referential questions more appropriate and beneficial for ?

A- Lower- level language students.

B- Higher- level language students.

For what reason ?

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11- do you think that your students interact more when ask referential questions or diplay ones ? Why ?

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Appendix C

Students' Questionnaire

The present questionnaire is a research tool for a dissertation leading to a master degree .It aims to investigate the students responses toward tasking referential questions in oral classes .you are kindly requested to fill out this questionnaire with full attention,honesty and interest,your contribution is too important for the present research ,please do it seriously and sincerely.

Section one: personal information

1- Indicate your gender:

a. Male

b. Female

2- Age

-19-21

-21-23

-23-25

3-Why did you choose to study English?

.....

.....

.....

4-How well do you speak English?

-very well

-well

-intermediately

Section two:

1-Do you think that an oral expression teacher should:

-speak more than students

-speak only when students need his help

-encourage the students to participate with each other

2-How often do you participate in class?

-never

-rarely

-sometimes

-often

3-How is your relationship with your teacher?

-good

-bad

-normal

4-Do you prefer to be asked a referential question in English classroom ?

-yes

-No

5-If you are asked a referential question ,such as “what do you think of?”are you willing to share your ideas?

-yes

-No

6-Are you willing to participate if a referential question is asked and you are not certain of the accuracy of your answer ?

-yes

-No

7-In your opinion,what is the effect of referential question over the students participation in English classroom ?

-Opportunity to express personal ideas and thoughts about the discussion.

-Referential questions encourage more students to participate since there is no definite answer.

-Since “any answer is acceptable”for referential questions, more students would not hesitate to answer and this will develop their speaking skill.

8-Do you enjoy when your teacher asks a referential question then she-he gives her-his own opinion with you ?

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9- Do you prefer referential questions or display ones? Why?

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Teacher questionnaire

Dear teacher, this questionnaire serves as a data collection tool for a piece of research entitled “the effect of asking referential questions on enhancing students participation in oral classes”. I would appreciate much if you help us by answering the following questions:

1-Gender:

-male

-female

2-Degree held:

-licence

-Master

-Magister

3-For how long have you taught English?

-one to five years

-five to ten years

-more than ten years

4-How do you find teaching oral expression?

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5-How do you evaluate your students 'level of oral participation?

-very satisfying

-satisfying

-average

6-Do you think that oral participation in English classes is important in learning?

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7-Do you think that interaction in participation is partially due to the types of questions?

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8-How much of class time do you think you spend on question –answer exchanges in classroom?

a)70% or more b)approximately 50% c)25% or less

9-What are language teacher purposes when asking students questions?

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10-How do you think display questions affect students' language development?

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11-How do you think referential questions affect student' oral participation ?

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12-Which level of students are referential questions more appropriate and beneficial for ?

a)-lower –level language students.

b)-higher-level language students.

For what reasons?

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13-do you think that students interact more when asking referential questions or display ones?

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Summary of the findings:

After the analysis of students and teachers' questionnaire, we found that referential questions facilitated more students' participation at Mohamed Esseddik Ben Yahya University, than display questions. Besides, referential questions engendered longer responses since students were not limited to the answers during the course. It was found that referential questions enhancing students' participation.

From the data obtained from students' questionnaire, some general ideas and opinions of students on referential and display questions and their specific effects on language development can be listed as follow:

- ✓ Students feel confident and take no offence when answering a referential question since there is no one true answer.
- ✓ Students favor personal questions as they happen to have the opportunity to talk about themselves in the language they are learning.
- ✓ Referential questions activate students thinking and reasoning and enable them to contribute to the process with their own production.

Considering the responses given by the majority of teachers of the same University, who were given the questionnaire, the amount and the type of questions they usually ask and the objectives. In addition, they usually ask questions to check comprehension and elicit concepts and ideas. Furthermore, although display questions do not have the much effect on language development. They are useful to check understanding and comprehension, and to promote confidence. On the other hand, it is referential questions that facilitate participation on the part of the students. Though, generally more applicable and beneficial for higher level students, due to the proficiency level of the students. Those questions, in addition, create more realistic setting, since in real -life we ask questions to inquire about opinions and feelings.

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