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**Novice Versus Experienced Teachers Questioning Strategies in  
Secondary Schools : The Case of Laabani Ahmed and Kiamouch  
Farhat Secondary Schools**

Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of  
Master in English Language Sciences

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2016

## Dedication

*This work is lovingly dedicated to:*

*My respectful parents who have been my constant source of inspiration;*

*My Bibo*

*My Beloved Sister Meriem for her emotional support;*

*My Dear brothers: Messaoud, Zakaria and Bilel;*

*All my family*

*To all my friends with whom I shared the university life with its lights and shadows and especially “Hibouch” for the moments we spent together the whole five years*

*All the students of English*

*And all those who would be interested in reading our research paper.*

*Ikram*

*All my gratitude is to Allah the Almighty*

*I lovingly dedicate this work to:*

*My mother the dearest person to my heart and the light of my eyes, who worked hard to make me realize my dreams, the one who has always been kind, helpful, patient, and tolerant.*

*My beloved father; for earning an honest living for me, for his confidence in me thank you for being proud of me all the time.*

*My beloved brothers “Anter and Abdellah” thank you for being proud of me all the time.*

*The roses of my life for their love, support and understanding; my five sisters “Karima, Meriem, Radia, Soumia and Fairouz”; thank you for your support and encouragement.*

*To my Cousins: Zeineb and her daughter Alaa, Halima, Ahmed & Oussama and Alaa*

*The candle that has enlightened my life, my beloved fiancé Farid  for his love, support and encouragement and his family.*

*All my family members” uncles, aunts, cousins, my grandmothers and my grandfather”.*

*My beloved grandnephews” Wail, Nada, Lilia, Iness, Khalil, Badis, Amine, Oussama, Hamido, Aïmed “and their parents” Riad, Abdmalek and Slimen”.*

*My partner and best friend “ Ikram ” for her support and love.*

*My best friends “Siham, Nisma, Leila, Meriem, Amina, Assia for their moral support .*

**Wahiba**

## Acknowledgements

*Apart from our efforts, the success of this research depends largely on the encouragement and guidelines of many others. We take this opportunity to express our gratitude to the people who have been instrumental in the successful completion of this research.*

*We would like to show our greatest appreciation to our enthusiastic supervisor **Mr.Slimane Boukhentache**. Thank you is never enough for his tremendous support and help.*

*We are utterly grateful to the examining member of the jury: **Mr. Nailli Redouane** and **Mr. Guemide Boutkhil** for reading this work at a particularly difficult time of the year and for their priceless comments and observations that will help us enormously to polish this work.*

*We owe profound gratitude to teachers of Laabani Ahmed and Kiamouch Farhat secondary schools in Taher for their collaboration and access to their classes during the classroom observation.*

*We are also grateful for **Mr. Zinedin Ben Moulahem** and **Mr. Lakehel** for their help.*

*We are also grateful to all our classmates who helped us to finish this work.*

*Finally, we would like to show our great appreciation to our parents for their never-ending love and support. Thank you so much !*

### **Abstract**

Questioning is a daily practice and one of the crucial aspects of language classes. However, there are certain questioning strategies that are more advantageous than others in promoting active classroom interaction and accomplishing effective teaching. Basing on this consideration, this study aims at casting light on the questioning strategies employed by both novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools, in Taher, Wilaya of Jijel. To achieve this aim, two main research tools, namely a classroom observation scheme and a questionnaire, were devised and implemented with both novice and experienced teachers. The findings show that novice and experienced teachers make use of questioning strategies differently, with experienced teachers more disposed to use opinion questions than their counterparts, novice teachers. Besides, Novice teachers seem to employ less questioning strategies than more experienced teachers. Finally, it can be said, then, that the use of questioning strategies relates to a large extent to the teaching experience.

## **List of Abbreviations**

**EFL** : English as a Foreign Language

**ESL**: English as a Specific Language

**Exp**: Experienced Teachers

**K-12** : kindergarten through 12th grade (US)

**L2** : Second Language

**N** : Number of Teachers

**Nov**: Novice Teachers

**NQTs** : Newly Qualified Teachers

**PQ** : Procedural Question

**QS** : Questioning Strategies

**TL** : Target Language

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# *General Introduction*

## **General Introduction**

### Introduction

1. Background of the Problem
2. Statement of the Problem
3. Aims and Significance of the Study
4. Research Questions
5. Research Hypotheses
6. Research Methodology
7. Organization of the Study

## **General Introduction**

### **Introduction**

Question asking is versatile in the classroom discourse. At every stage in education, questions are the core around which all communications between teacher and pupils take place in the classroom. That is, it is used at all stages of the language instructional process, and can be used singly or in combination with any learning activity.

Since the days of Socrates and probably before, asking questions to assess student understanding and encourage them to think about and act upon the material they are learning has been a core component of teaching and learning. Today, verbal questioning is so prevalent in education that it is difficult to picture a classroom in which a teacher is not asking questions. Accordingly, teachers have been described as “professional question-askers“. However, the diversity in teachers’ questioning strategies usage may stem from different factors, one of which maybe their level of experience in teaching. That is, the questioning strategies used by novice teachers and experienced teachers are approximately related to their teaching experience.

Hence, in order to set up a clear view of what the questioning strategies used by novice teachers and experienced teachers in secondary schools are, an investigation of novice and experienced teachers questioning strategies will be carried out in this research. The study attempts to check out the questioning strategies of both novice and experienced teachers in secondary schools and to clarify the extent to which the teaching experience affects the use of questioning in L2 classrooms.

### **1. Background of the Problem**

Although there is a vast literature on issues regarding teaching in general and questioning in particular, yet the issue of questioning still invites many different areas which ought to be explored. This study focuses mainly on the use of questioning strategies by both

novice and experienced teachers in secondary schools. Through reading in the literature, the following studies have been found closely quite related to the present study.

Many researchers believe that classroom questioning as a strategy is extensively used in all aspects of teaching and learning (Sanders, 1966; Gall, 1970; Dillon, 1982; Dillon, 1988; Morgan & Saxton, 1991; Newton, 1996; Newton & Newton, 2000 and Chin, 2006). Bolen (2009) measured the effect of professional development sessions for teachers on the types of questions they ask their students. He reached his aim by conducting a study dealing with the relationship between teacher training and actual questioning abilities. Findings of this research asserted that such sessions promoted higher-level teacher questions and learner responses.

A great deal of empirical research pointed out to the impact of teachers' questioning strategies on the learning process in the class. Adedoyin (2010) states that teachers' questions are of significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom.

Teacher questioning is an indispensable part of teaching process with a reference to Cotton's (1988) words on questioning, where he stated that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty to fifty percent of their instructional time conducting question sessions. And even in some classrooms over half of class time is taken up by "question-and-answer exchanges" (Richards & Charles Lockhart, 2000, cited in Shi-ying, 2011).

Vogler (2005, cited in Adedoyin, 2010) states that questions can monitor comprehension, help make connections to prior learning and can stimulate cognitive growth. However, good questioning is a skill of effective teaching which involves good planning, higher cognitive thinking and creating cognitive improvement in the class for students. As

Shulman (1987, cited in Boaler & Brodie, 2004) indicates the act of asking a good question is cognitively demanding; it requires considerable pedagogical content knowledge.

On their part, Ornstein and Lasley (2000, p. 184) (cited in Bonne & Pritchard (2007) states that good questioning is both a methodology and an art, it necessitates teachers to know what and to whom they teach good knowledge.

Although there are several studies distinguishing between novice and experienced teachers with regard to different aspects such as their self-efficacy (Yılmaz, 2004), their attitudes toward supervision and evaluation (Burke & Kray, 1985), and their use of incidental focus-on-form techniques (Mackey et al., 2004), to the researchers knowledge, there is no research directly aiming at exploring the differences between novice and experienced teachers in terms of their questioning strategies. Hence, this study is an attempt to fill in this gap by exploring the differences between novice and experienced teachers in terms of their questioning strategies in FL classrooms. Indeed, the literature review also revealed that the number of studies conducted in the developing countries about questioning are not enough compared with those addressing the issues in the developed world. Therefore, more studies are needed to tackle this field in countries like Algeria.

## **2. Statement of the Problem**

The purpose of this research study is to explore the questioning strategies of novice and experienced teachers in secondary schools. In addition, this study also tries to find out if the questioning strategies used by experienced teachers are different from those used by novice teachers and the extent to which the teaching experience effects the selection of these questioning strategies in L2 classrooms.

### **3. Aims and Significance of the Study**

The main aim of the present study is to shed light on the questioning strategies of novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. Since this study attempts to investigate the questioning strategies of novice and experienced EFL teachers in secondary schools, the results to be obtained will probably inform and enhance current literature by displaying the possible differences between novice and experienced teachers regarding their questioning strategies. Besides, findings of the study will unveil the questioning strategies used by both novice and experienced teachers and possibly lead to larger studies that may support professional development opportunities or training materials for current or future educators. Lastly, the potential results would provide novice and even experienced teachers with the various questioning strategies used by their counterparts and raise the awareness of their questioning strategies.

### **4. Research Questions**

In order to investigate this research topic, the following research questions are used:

- 1- What are the questioning strategies employed by novice teachers?
- 2- What are the questioning strategies employed by experienced teachers?
- 3- To what extent does the teaching experience affect the use of questioning strategies?

### **5. Research Hypotheses**

Based on the above considerations, the following research hypotheses are to be tested:

1. The use of questioning strategies is firmly linked to the teaching experience.
2. The use of questioning strategies differs from novice to experienced teachers.

## **6. Research Methodology**

The current study takes place at two secondary schools, “Laabani Ahmed Secondary School” and “Kiamouch Farhat Secondary School”.

For the purpose of this study, two data collection tools are used. First, a classroom observation is carried out with four novice teachers and four experienced teachers. Each of those EFL teachers is observed for two sessions. Second, for data validity, a questionnaire is administered to twelve teachers of the aforementioned secondary schools.

## **7. Organization of the Study**

The present work is composed of two main chapters. The first chapter is divided into two sections. The first section deals with questioning and questioning strategies, while the second section deals with novice and experienced teachers. The second chapter, on the other hand, is concerned with the methodology, data analysis and interpretation of the results. It is divided into three sections. The first section highlights the methodology used to collect data, whereas the second section is devoted to the analysis and presentation of these data. Finally, the third section is devoted to the discussion and interpretation of the results obtained from the classroom observation and teachers’ questionnaire.

***Chapter One : Novice versus Experienced***

***Teachers Questioning Strategies***

## **Chapter One: Novice versus Experienced Teachers Questioning Strategies**

### **1.1 Questioning and Questioning Strategies**

#### Introduction

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Conclusion

## **Chapter One: Novice versus Experienced Teachers Questioning Strategies**

### **Introduction**

Teacher questioning is an important and ubiquitous classroom activity. In ESL/EFL classes, teacher questions are predominant in the input and became an extremely important aspect of teacher - pupil interaction. Research studies have considered questioning strategies as major tool teachers most of the time rely on without paying attention to it. This questioning behavior has not prevented researchers from doing research on its various aspects. The first chapter of this research is devoted for the literature about questioning and questioning strategies, and novice and experienced teachers through two main sections. In the first section, different aspects related to the topic are outlined. Then, the chapter touches on some salient questioning strategies, and ends up with a transitional summary introducing the second section. Finally, the second section is devoted to novice and experienced teachers, and sums up with a conclusion.

### **1.1 Questioning and Questioning Strategies**

This section provides a historical overview of the background of questioning. It also accounts for the various definitions of questioning and the major myths relative to questioning. In addition, it deals with classroom questions, types as well as their classification. Another concern of this section is to give brief definitions on questioning strategies and the functions of teachers' questions. This section also concerns itself with functions for grouping questions into strategies as well as some questioning strategies.

#### **1.1.1 Background of Questioning**

Questioning within educational circles has been in existence for a long time. As McNamara (1981) claimed, the use of questioning as a strategy has a long history, spanning not just for centuries but millennia. The earliest reported use of questions was during the time

of Socrates, who used searching questions to make his students think, understand and justify their assertions (Newton, 2002; Harrop and Swinson, 2003). In his own words, Socrates said “A question is a midwife which brings forth ideas from the mind “ (Cited in Austin, 1949, p.194). He is said to have believed that participants in a dialogue are equal partners, either of whom can assume the roles of interrogator and respondent. Thus Socrates’ own use of questions was much more as a tactic to manage answers than as a means to stimulate student-centred enquiry. Since then questioning has been used to serve a variety of purposes; for example, to increase pupils’ involvement, to focus attention on a particular issue or concept, to structure a task in order to maximise learning, to assess pupils’ prior and current knowledge and to determine if tasks assigned have been understood and appropriately performed (Callahan and Clark, 1982).

In the twentieth century, questioning has been increasingly the subject of more formal research. It is not, and has never been, the sole prerogative of the discipline of education. Dillon (1982) surveyed the literature on questioning in twelve different fields of thought. The fields had different emphases and used different approaches. He found a diverse range of theories and practices, each standing in relative isolation and yet he suggested that they had much to contribute to one another's concerns. Despite his meta-analysis, Dillon was unable to construct a reliable working definition of questioning, as he found no single set of characteristics common to all types and functions of questions. He states:

“ Of all the literatures on questioning, that in education is the oldest and largest, and is probably the most encompassing of the many facets of questioning“. (Dillon, 1982 p.152)

This wealth of literature on questioning in education has been regularly reviewed (for example, Sanders, 1966 ; Gall, 1970 ; Dillon, 1982; Dillon, 1988; Morgan & Saxton, 1991; Newton, 1996; Newton & Newton, 2000 and Chin, 2006). All sources agree that questioning

as a strategy is extensively used in all aspects of teaching and learning – in textbooks and work cards, in assessment tasks and, most commonly, in various aspects of classroom discourse. Much of this work has been North American in origin and, in the educational context, has tended to focus on older school pupils and college students.

### **1.1.2 Definitions of Questioning**

All over the world, many researchers and experts in questioning define questioning in several ways, but all of them agree that questioning is a crucial aspect of teacher talk which provides the practice and feedback essential for the development of the lesson. The Longman Dictionary of English language provides the following definition for a question: a command or interrogative expression used to elicit information or a response, or to test knowledge.

From his point of view, Richards (1990) stated in his definition of questioning: “Questioning is one of the most commonly employed techniques in the teacher’s repertoire” (p. 5). This implies that questioning is used intensively in classrooms and that it is impossible to picture a classroom in which a teacher is not asking questions. In survey research, questioning is defined as a form of communication between people in which the questioner elicits information from a respondent (Bradburn, 1982). When it comes to linguistics, questions have been termed a psychological attitude whereby the speaker subordinates himself to his hearer and "craves" a verbal or other semiotic (e.g. nod) response to his question (Bolinger, 1957, p.4). Educational researchers define questioning as giving directions to a learner to examine instructional material or one's memory of it and to produce some response (Andre, 1979). Under this conception both the sentences, “Memorize this poem and recite to me from memory” and “what is the capital of Iowa?” would be considered questions. Cognitive psychology and psycholinguistic perspectives view questioning as a knowledge acquisition process in which individuals gather potential knowledge from the addressee, and/or use questions as interpersonal communication mechanisms in ways

independent of question content (Flammer, 1981; Miyake and Norman, 1979 and Kearsley, 1976). From a cognitive perspective, Berlyne (1965) defines questioning as an epistemic drive which causes the organism to be curious and engage in exploration. Cognitive consistency theories suggest that the individual asks questions to maintain a system of consistent beliefs and to avoid imbalances (Abelson et. al. 1968).

### **1.1.3 Classroom Questions**

Teachers' use of questions in education, in both formal and informal settings, has long attracted the attention of educationists because questioning plays an active role in teaching, learning and testing (Austin 1949).

There is probably no feature of the classroom that cannot be found in settings outside the classroom. That is to say, there is probably no such thing as strictly classroom questions in that questions asked in classrooms are so unique that they cannot be found outside classrooms. The reason is simple: teacher talk in a classroom, including the use of questions, is but part of human interpersonal communication. However, a classroom is different in a number of ways from other settings such as courtroom hearings, business meetings, academic seminars, family dinners. As far as teacher questions are concerned, teachers hardly ever make genuine requests for information. This is normal for the classroom but abnormal for everyday life (Delamont 1983 p.126). As far as questioning behaviour is concerned, cross-questioning, checking up and interrogation are considered rude in everyday life, but they are the staple of classroom life (Delamont 1983 p.126).

Questioning is one of the most common techniques used by teachers (Richards & Lockhart, 1996) and serves as the principal way in which teachers control the classroom interaction. The tendency for teachers to ask many questions has been observed in many investigations (Chaudron, 1988). In some classrooms over half of class time is taken up by question-and-answer exchanges (Richards & Lockhart, 1996).

#### **1.1.4 Classification of Questions**

There are too many ways to classify questions. Sweeting (1994) made a glossary of questions from A-Z. In general, questions can be classified in terms of functions (managerial or educational), or in terms of mode of delivery (threatening, natural, encouraging), or according to target (whether to particular individuals, groups or the whole class), or in terms of the degree of clarity of the question (clear or ambiguous questions), or in terms of cognitive demand on students (high-order questions, low-order questions), or in terms of responses that questions can evoke (open questions and closed questions).

Though most classification systems are useful to provide a conceptual framework to look at questions, every system of classifying questions represents problems to its user. What may appear to be an educational question may be used as a management measure. What may appear to be a natural question to an observer may feel threatening to the one who is being asked. A question stated ostensibly to the whole class may be directed at particular pupil. An unclear question to an observer may be perfectly clear to a participant and vice-versa. A question may appear to require thought, but may require recall only, when the pupil being asked has already told the answer. A question which may appear to permit a wide range of responses will be closed when the teacher only seeks one particular answer. When classifying questions, one must be cautious to the context in which the questions are asked.

To make legitimate observations about a specific context, one must clarify the shared knowledge between the speaker and the listener and the intention of the speaker. However, what may be one type of question in one context may be another type in another context.

The complexities of classifying questions have not prevented researchers from doing research and coming up with the various questions types. This classification is most useful to language teachers as it can correlate the types of questions with students' language output.

### **1.1.5 Types of Questions**

The questions teachers ask in language classes can be classified in many different ways. Ellis (1993) argued that each type of question is effective for a particular instructional goal; it depends on the teacher on how they want to be challenged. Teachers are to clarify the instructional objectives for a particular lesson, to analyse their own students' ability levels, then plan the types of questions appropriately. In the coming lines, eight types of questions will be discussed.

#### **1.1.5.1 Socratic or Elicitation Questions**

A methodological approach which can be found in classrooms is to structure a lesson by hopping from a question to the next one, using the learners' answers as point of departure for the next question. To follow his or her plan, the teacher cannot proceed with the lesson until the expected answer is given by a learner. This approach can be referred to as the "Socratic Method" (Chaudron, 1988, p. 129) or "Elicitation Method" (Nunan, 1991, p. 195

While Chaudron offers a positive view of the teacher as a guide for "the learner toward particular bits of knowledge", this methodological approach is more unacceptable. Nunan (1991), for example, accuses it of wasting time in holding back information which could easily be given by the teacher.

#### **1.1.5.2 Display and Referential Questions**

Questions can be separated into various categories. Long & Sato (1983), state :

'display questions' [are] (questions that teachers know the answer to and which are designed to elicit or display particular structures) and 'referential questions' [are] (questions that teachers do not know the answers to).  
(Cited in Richards & Lockhart (1996).

Brock (1986) echoes this distinction and points out that display questions are used more frequently in L2 classrooms, while referential questions are used more often in native speaker-native speaker interaction (p. 48).

Thornbury (1996) warns that display questions can become “bad habits” if used too often (p. 282). He promotes referential questions as “genuine” (Thornbury, 1996, p. 281) and seems to suggest that they are better suited to L2 teaching and communication, as they “touch parts beyond the reach of other types of questions” (Thornbury, 1996, p. 282). However, Swan (1985) defends the use of display questions (pp. 82-83). Thus, it would seem exclusive use of either type of question mentioned above is inadvisable as well as impractical. While one style may be used more than the other, a combination is probably more effective than exclusive use.

### **1.1.5.3 Procedural, Convergent, and Divergent Questions**

In the broadest sense, questions are generally classified into two main types convergent and divergent. Convergent questions are posed such that the answers are usually within a finite range of acceptable accuracy and include several different levels of cognitive ability such as comprehension, application, or analysis. Convergent questions also include factual questions that are at the lowest level of cognitive process, for these will generate an answer that is generally predetermined to be right or wrong (Wilson, 2014). Basically, a convergent question requires the responder to converge or derive at one acceptable answer. Examples of these would be: *What color is the dog? What is a habitat?* Divergent questions are posed so that students are able to respond with diverse possibilities and reply with varied answers. Correctness of a divergent question may be based on logical prediction, may be based on the context in which the question is posed, or be reached based on prior knowledge, conjecture, inference, likelihood, creation, intuition, or imagination (Wilson, 2014). Examples of divergent questions include: “How do you think the unnamed character in Dr. Seuss’

(1960) book *Sam I Am* feels when Sam keeps asking him to try green eggs and ham?” and “What does peer pressure mean to you?”

Richards & Lockhart (1996) propose other categories of questions: procedural, convergent, and divergent. Procedural questions (PQ) are used for classroom management and are unrelated to lesson content (Richards & Lockhart, 1996). Convergent questions require only short answers, so they are similar to display questions. The two are related because “[convergent questions] do not usually require students to engage in higher-level thinking...but often focus on the recall of previously presented information (Richards & Lockhart, 1996, p. 186). However, some discrepancies between the two exist. Convergent questions are similar to the broad sense of closed questions, which permit only a limited set of correct answers, very often only one. Divergent questions, in contrast, accept a number of different answers. In this sense, divergent questions are the same as open questions (Pate & Bremer 1967, p. 419).

#### **1.1.5.4 Open-ended versus Closed Questions**

The distinction between open (or open-ended) and closed questions is common in the study of questions in both classroom and non-classroom context. Kearsley (1976) has equated open-ended questions to wh-questions because open questions are always formed by the use of wh-constructions (p358). The wh-word in the question proposes a lexical gap for the respondent to fill in. In other words, the proposition in the question is incomplete and needs to be completed by the respondent.

In contrast, a closed question offers alternatives explicitly or implicitly contained in the question. The alternatives can either be “yes“ or “no“ choices, i.e. two polars, or specified choices. The respondent is to choose one of the alternatives as the answer from what has been offered in the question. That is, with a closed-ended question there is a limited number of

choices to choose from when answering, but with an open-ended question the respondent can answer in their own words allowing for a wide variety of answers.

### **1.1.6 Taxonomies of Questions**

As far as categories of questions are concerned, the 1956 Bloom's model proposed classifications of thinking within the cognitive domain (Cited in Bradley, 2007). There are six levels of Bloom's Taxonomy of the cognitive domain and questions at each level require pupils to respond using a different kind of thought process. The levels are: knowledge, comprehension, application, analysis, synthesis and evaluation.

Knowledge level is the ability to recall previously learned facts. Pupils are required to define, recall, recognise and repeat something they had learnt. During this time, pupils are not asked to manipulate information but merely to remember it just as it was learnt. Knowledge questions are used to promote classroom participation. They are critical to all other levels of thinking and reasoning for the fact that pupils cannot be asked to think at higher levels if they lack fundamental information (Cooper, 1986).

Comprehension level is the ability to understand previously learned materials, facts and figures. Comprehension questions require learners to select those facts that are relevant to answer the question by describing, comparing or contrasting. To answer comprehension questions, learners should go beyond the memorisation or recall of specific information, facts, ideas or procedures (Cooper, 1986). In the words of Cooper (1986), the pupil must demonstrate a personal grasp of the material by being able to rephrase it to give a description in his or her own words and to use it in making comparisons. Comprehension questions require pupils to interpret by making comparisons, showing relationships among ideas and provide information presented in the form of charts, graphs and tables (Perott, 1986; Kisko and Yortsuun 1982). Comprehension questions are appropriate when pupils are required to work on organisation and selection of facts and ideas, for example when considering

strategies such as think, pair and share which allows pupils to collaborate and share their understanding (Hill and Flynn, 2008).

Application level is the ability to apply acquired knowledge, understanding and skills to new situations or problems (Hill and Flynn, 2008). Pupils' learning can be enhanced not only by requiring them to memorise ideas or procedures and asking them to rephrase and relate what they have memorised but also by helping them to learn how to apply ideas to new situations. At the application level, pupils decide what information to use in order to solve given problems (Kissock & Yortsuun, 1982 and Perrott, 1986). In addition, questions at this level require pupils to apply a rule or process to a problem so as to determine the single correct answer to that problem (Cooper, 1986). Application level questions consider practical relevance of information, reflects a pupil's use of knowledge acquired which is appropriate when pupils need to practice using facts, rules and principles. Giving pupils the opportunity to connect their learning through problem-based assignments offers opportunities to use application level questioning. When a pupil answers rather than commenting, the teacher can invite other pupils to connect or extend the previous answer given. (Hill and Flynn, 2008).

Analysis level is the ability to identify, investigate and understand the component parts and structure of material. Analysis means process of reducing a complex topic or substance into smaller parts to gain better understanding. Analysis questions are higher level order ones which indicate cause and effect relationship (Perrott, 1986). Why should English teachers facilitate the process of analysis? Analysis questions require pupils to separate a whole thing into components for a deeper understanding of content or a process and they are designed to help pupils analyse information so as to reach particular conclusions. Questions that lead pupils to cognitively process a complex idea into simpler more manageable parts help the pupil to see relationships and generalise learning.

Evaluation level is the ability to assess the value of material for a given purpose and to make appropriate decisions (Hill and Flynn, 2008). They are higher order questions because they require pupils to judge the merit of an idea, a solution to a problem, or an aesthetic work and also ask pupils to offer an opinion on an issue. Evaluation is the ability to make judgments about the nature or quality of information which is a systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards (Hill and Flynn, 2008).

### **1.1.7 Functions of Teachers' Questions**

The pervasiveness of teacher questions in the classroom can be explained by the specific functions they perform. These functions can be grouped into three broad areas: diagnostic, instructional, and motivational (Donald, K & Paul D. Eggen, 1989).

As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or do not know but also how they think about a topic. Recent research on schema theory suggests that the structure of students' existing knowledge is a powerful determinant of how new information will be learned, and that often student misconceptions and prior beliefs interfere with the learning of new material (Donald, K & Paul D. Eggen, 1989). Through strategic questioning, the teacher can assess the current state of student thinking, identifying not only what students know but also gaps and misconceptions.

A second important function that questions perform is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. Questions alert students to the information in a lesson. Questions are also valuable in the learning of integrated bodies of knowledge. Toward this goal, questions can be used to review previously learnt material to establish a knowledge base for the new material

to be learned. In addition, as the new material is being developed, questions can be used to clarify relationships within the content being discussed.

A third function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement. Research in this area shows student on-task behaviors are highest during teacher-led questioning sessions. Finally, at the individual level, questions can be used to draw wandering students back into the lesson or to provide an opportunity for one student to "shine".

Teacher questions may serve different functions which are listed by such researchers as Brown and Wragg (1993) "to arouse interest and curiosity concerning a topic; to focus attention on a particular issue or concept; to develop an active approach to learning; to stimulate pupils to ask questions of themselves and others"(p 120) ; Brualdi ( 1998 ) reported that the teacher asks questions for many reasons "to keep their learners involved during lessons; to express their ideas and thoughts; to enable learners to hear different explanations of the material; to help teachers to evaluate their learners' learning and revise their lessons when necessary"(p 125).

Many researchers believed that questioning is a vital component of helping students achieve educational objectives. Brualdi (1998) stated that in order to teach well, one must be able to question well and by asking good questions students are able to interact successfully with their teachers. Furthermore , Morgan and Saxton (1991) stated that teachers ask questions for several reasons:

- The act of asking questions helps teachers keep students actively involved in lessons.

- While answering questions, students have the opportunity to openly express their ideas and thoughts.
- Questioning students enables other students to hear different explanations of the material by their peers.
- Asking questions helps teachers to pace their lessons and moderate student behaviour.
- Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

Wilén (1991) identify various other reasons in addition to the five reasons above why questioning leads to learning gains. They concluded that through teacher questions students will benefit in terms of stimulation of interest in the subject as motivate student participation and requiring students to concentrate on the required tasks. Through teacher questioning teachers will be able to investigate whether students have learned and understood the material addressed by the teachers and by incorporating higher order questions, this can stimulate critical and creative thinking of the students. Furthermore, through questioning, students are able to contribute to class discussions of an issue or problem thus building up their confidence. Clearly all this has to be done with great care from the teachers so that students feel comfortable to participate. Students should not feel pressured into giving an answer but be allowed to express their views and answers.

The known fact that by asking questions, teachers know factual knowledge and conceptual understanding are transferred in this learning process (Brualdi, 1998). Although asking questions are believed to be the most influential device in promoting learning gains, it has to be done correctly and effectively. Not only should we know what questions can be used, in addition, the types of questions teachers pose and the effective questioning techniques play a significant role in helping to create a classroom atmosphere truly conducive to developing students' thinking abilities.

### 1.1.8 Definitions of Questioning Strategies

There are various methods teachers employ in order to make the lesson successful, whether they are conscious or unconscious of them. These methods are strategies. Indeed, questioning strategies encompass a larger scope than questioning techniques or methods and are definitely not confined to nomination techniques.

Because of their importance in classrooms discourse, different researchers show different opinions on the definitions of questioning strategies. Originally, the term "strategy" refers to military planning. However, in education Walberg and Waxman (1985) defined a strategy as a set of teaching actions intended to attain desired outcome. Sometimes, the term "strategy" is used synonymously with the terms "method", "techniques", "skills" and "tactics". In this research study, we shall adopt its synonym, namely "technique" to refer to the questioning strategies novice and experienced teachers employ in L2 classrooms.

Other researchers have defined a strategy from their own points of view. Hyman (1979), for instance, defined a strategy as a "carefully prepared plan involving a sequence of steps designed to achieve a given goal" (p.18). It serves as a guide for the teacher to determine which questions to plan and ask in the classroom. It also provides a framework for interaction with students. Without a strategy, a discussion can become a series of single questions lacking cohesion and purposful sequence. Although the teacher must remain flexible and ready to respond to unpredictable interaction sequences, Hyman suggests that teacher effectiveness as a strategic questionner is based on the ability to manage the interaction by combining the individual questions into a pattern designed to achieve an objective. Hence, functions for grouping questions into strategies have been suggested by Hunkins in 1972 as an attempt to guide teachers towards the appropriate usage of questions in the classroom. The next lines are going to shed light on four major functions for grouping questions into strategies.

### 1.1.9 Functions for Grouping Questions into Strategies

Hunkins (1972) suggests four major functions for grouping questions into strategies: centering, expansion, distribution, and order.

The centering function guides the teachers in focusing students' attention on the learning material at a particular cognitive level. This function is especially appropriate at the beginning of a lesson when the teacher has students focus on the topic, problem, or issue. Centering can occur at any cognitive level.

The expansion function helps students extend their thought at the same cognitive level or raise it to another level. Using the illustrative lesson, the following questions extend divergent thinking: « What are some other factors that might cause high officials in ABC Electronics to purposely keep women from advancing in rank? » and « Are there some other value conflicts to consider? ». Expansion questions lifting students' thinking to higher levels include « Now that you have gathered and analyzed some data, can you offer any tentative solutions » and « Of the ideas you have presented to help ABC Electronic seliminate discriminatory practices, which do you think best? » Hunkins (1972, p. 20).

The distributive function, along with the ordering function, is used with the centering and expansion functions. Its purpose is to encourage as many students as possible to participate in the learning activity questions serving this function are, for example: « Judy, what do you think of Neal's opinion » and « Fred, you've uncovered some interesting information. Could you share it with Marlene because she is having some trouble locating data on this aspect of the problem » Hunkins (1972, p. 20).

The order function physically manages and emotionally supports students in order to maintain an appropriate classroom atmosphere. Questions to physically order the class and promote the inquiry process include “What rules must students follow when using the instructional resources center? “and “ If you continue acting that way, how will it affect the

others in your group ? “. A question providing emotional support “You seem to be having a problem, what can I do to help you locate the information? “ Hunkins (1972, p.21).

### **1.1.10 Some Questioning Strategies**

Questioning within educational circles has been and is still an important skill. Getting through a lesson might seem challenging on its own but what is really challenging is making your students focussed and understanding what you are explaining every step of the way. This is when the art of questioning comes in. Some of these questioning strategies are : frequency, equitable distribution, prompting, repetition, and wait time. There are more of course, but these will be the ones we will explore in this section.

#### **1.1.10.1 Frequency**

Questioning frequency refers to the number of questions that teachers ask over a period of time (Leinhardt & Steele, 2005). Effective teachers ask a variety of questions to better understand how the students react towards the lesson. The more questions teachers ask, the more accurate their understanding will be of the knowledge of students and it will be more likely that students will be more involved in the lesson. These questions can be both closed and open-ended (we have previously talked about them ).

#### **1.1.10.2 Equitable Distribution**

Equitable distribution describes a questioning strategy in which all students in the class are called on as equally as possible (Kerman, 1979). That is, teachers have to communicate with their students that all of them are invited and are expected to participate.

Among the good ways to incorporate this questioning strategy in classrooms is by using popsicle sticks. Each popsticle stick has a student’s name written on it, the teacher then picks a random stick and the student has to answer the required question. In this way students know that they are going to be called at any time during the lesson and hence they are more willing to participate.

### **1.1.10.3 Prompting**

Prompting is a way of assisting students towards the right answer (Kauchak & Eggen, 2012). This questioning strategy can be done by asking and naming things that may trigger the right ideas in students minds. For instance, a teacher asks a student, « What is something you drink from? » and the teacher prompts the student by pointing to a cup. Or the teacher shows the student three objects... a ball, a shoe and an apple and asks the student, « Point to the one that you eat».Then he teacher places the apple closest to the student.

### **1.1.10.4 Repetition**

A repetition question asks students to reconsider a question or a point that has been made earlier in the lesson (Kauchak & Eggen, 2012). This is an effective way to emphasize key points. This questioning strategy is useful because both teachers and students know that some of the ideas are more important than others. It is also useful to let students know where the lecture is heading.

### **1.1.10.5 Wait time**

Wait time is the pause between a question or the pause after a student answer and a teacher interruption or response (Kauchak & Eggen, 2012). This nonverbal message— the pause —communicates that any student in the classroom may be selected for a response, so the attention level of the class remains high. Besides, Walsh & Sattes (2011) defined wait time as the significant pause after a posed question and sometimes the pauses after a given answer prior to additional feedback, other verbal response, or a second question.

Although these strategies are widely researched, teachers will not find the best ones to their classroom until they have tried them out. Different strategies will work with different populations and different topics. The literature on research on these strategies is often the same and the literature says that these are strategies that help teachers check for understanding and managae students better. It is not how often you use these questioning strategies but when

to use them. Sometimes teachers want to make a point and so they use repetition, other times teachers just want to check for understanding so they use frequency. The same thing goes with prompting and wait-time when teachers want students to make connections.

To conclude, the present section has dealt with questioning as a core component in the teaching process in general and discussed briefly some questioning strategies teachers rely on unconsciously. The next section is aiming at shedding light on various aspects of novice and experienced teachers.

## **1.2 Novice versus Experienced Teachers**

### **Introduction**

This section mainly focuses on novice and experienced teachers. The two concepts of novice and experienced teachers are dealt with from different perspectives, starting with various definitions of novice and experienced teachers moving to the characteristics of novice and experienced teachers then to attributes of experienced teachers. Another concern of this section is the challenges posed for novice teachers, the complexity of teaching for novice teachers as well as the differences between novice and experienced teachers with regard to teachers' beliefs about questioning, modification of questions and questions teachers use as well as the teachers' role in asking questions.

#### **1.2.1 Definitions of Novice and Experienced Teachers**

There is no uniform definition of the concepts of novice and experienced teachers. What constitutes teacher experience varies greatly across the scant literature on this topic. For that, each researchers define them according to their own understandings. Hence, various definitions on the concepts of novice and experienced teachers will be discussed.

Novice teachers are relatively and easier to define as those who are fresh in teaching profession with little or no classroom experience. Freeman (2001) stated that novice teachers are the teachers who have been working for less than three years whereas experienced teachers have been defined as those who have worked for three or more years. Besides, Gatbonton (2008) claimed that novice teachers are often student teachers or teachers who have less than two years of teaching experience. The identification of experienced teachers is more complex. Teachers and administrators might define experienced teachers as those who have taught for many years, are able to motivate students and hold their attention, know how to manage their classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance student learning. Novice teachers,

sometimes called newly qualified teachers (NQTs) are usually defined as teachers who have completed their university study and commenced teaching in an educational institution while experienced teachers are those who are regarded as good EFL teachers by members in the panel, well-praised by students, have relevant teaching qualification and rich teaching experience in EFL (more than 15years). On his part, Huberman (1993) characterized a novice teacher as one with less than 3 years of teaching experience and one whose teaching tends to focus on “survival” and establishing basic classroom routines (Sherin & Drake, 2000).

### **1.2.2 Characteristics of Novice and Experienced Teachers**

Tsui (2003) declares that there is a discrepancy between novice and experienced teachers in some characteristics. These characteristics are depicted in what follows:

The first characteristic is that of the planning process, experienced teachers exercise more autonomy. However, Novice teachers’ planning is guided by rules and models, these rules are often devoid of context. This is why novice teachers often have problems implementing their plans in the classroom when there are many contextual elements affecting the general direction of the lesson. Experienced teachers, on the other hand, are fully aware of the contextual variables that they need to consider when planning. From their experience, experienced teachers know what works in the classroom and what does not. Hence, they are much more ready to depart from rules and take responsibility for their own actions. The experienced teachers demonstrate more autonomy in their planning in that while they use the curriculum guidelines for building their lessons, they make modifications according to the needs of their students and their own goals. Novice teachers, on the other hand, lack confidence to depart from what is prescribed or to try out alternative teaching methods even though they believe the alternatives might be better than what they are currently doing. (Tsui 2003)

The second characteristic is that experienced teachers are much more efficient in lesson planning. They spend less time planning, and yet their planning is often much more effective. This is because experienced teachers have in store well-established routines that they can call upon when planning. They can also recall their experience in teaching similar lessons and make whatever amendments necessary. It appears that there is a certain degree of “automaticity” and “effortlessness” in their planning, because they can rely on routinized behavior and what normally works, especially if they are planning for something that they have taught before. Experienced teachers, are described as much more efficient in lesson planning ; they have various plans in their memory because of their previous experience, and they rarely have to design classroom activities from scratch. They usually have well-mastered routines for these activities. For these teachers, planning often involve recalling how the lesson went the last time it was taught, and deciding whether amendments are needed. Unlike experienced teachers, novice teachers have little or no previous experience to fall back on and less knowledge of their students and the teaching materials. They have to devote plenty of time and energy to design activities and to think of techniques to set up and maintain them.(Tsui 2003)

The third characteristic is that experienced teachers are much more flexible in planning; they are much more responsive to contextual cues, and much more ready to make changes to their plans accordingly. In other words, it is the way teachers relate to their specific context of work that differentiates the experienced from the novice. For experienced teachers, the context is very much an integral part of their teaching act, whereas for novice teachers, context is very often taken as something external and ignored. Experienced teachers incorporate an element of flexibility in their plans, they plan for what they want to achieve in the lesson and the general direction that the lesson should take. They are always prepared to respond to cues in the classroom and change their plans. Novice teachers, on the other hand,

are able to anticipate problems, are less flexible in their planning. Experienced teachers take into consideration students' prior learning, academic performances, and abilities when planning lessons. Novice teachers, on the other hand, focus more on reviewing the content with students for the latter's benefit rather than for their own benefit. (Tsui 2003)

The fourth characteristic is that the planning thoughts of experienced teachers reflect a rich and integrated knowledge base. When they plan, experienced teachers integrate their knowledge of the curriculum, the students, teaching methods and strategies, the context including expectations of the principal, teachers and parents, the classroom setting, the time of the day, the time of the year, and so on. Experienced teachers draw upon a wide range of knowledge when they are planning, including knowledge of the pupils, both as a group and as individuals, the curriculum, classroom organization, student learning, and the subject matter. Novice teachers have a less sophisticated knowledge base, and therefore, they have less to draw upon. In other words, novice teachers tend to act according to rules and guidelines laid down by people with authority, whereas experienced teachers rely on their own judgment and exercise autonomy when planning, usually not going beyond the next couple of sections or pages. One reason is that they have to spend so much time and energy preparing for teaching the following day that they do not have the spare capacity to think too far ahead. (Tsui 2003)

Richards and Farrell (2005, p. 7), drawing on work by Tsui (2003), point out that experienced teachers tend to share the following characteristics, setting them apart from novice teachers:

- A rich and elaborate knowledge base.
- Ability to integrate and use different kinds of knowledge.
- Ability to make intuitive judgments based on past experience
- Desire to investigate and solve a wide range of teaching problems
- Deeper understanding of students' needs and student learning

- Awareness of instructional objectives to support teaching
- Better understanding and use of language learning strategies
- Greater awareness of the learning context
- Greater fluidity and automaticity in teaching
- Greater efficiency and effectiveness in lesson planning

All in all, the points mentioned above by Richards and Farrell are said to be the important characteristics of experienced teachers set apart from novice teachers. Next we shall talk about teachers' beliefs about questioning and how they view such teaching skill.

### **1.2.3 Attributes of Experienced Teachers**

Studies have shown that experienced teachers share many attributes that distinguish them from novice teachers. Bastick (2002) found that experienced teachers in Jamaica were less extrinsically motivated (e.g., motivated by salary) and significantly more intrinsically motivated (e.g., motivated by the emotional rewards of working with children) than were novice teacher trainees. Similarly, Bivona's (2002) study of K–12 teachers' attitudes found that teachers with more than 10 years of experience had more positive attitudes toward teaching than did less experienced teachers. In addition, Martin, Yin, and Mayall (2006) found that experienced teachers managed their classrooms more effectively than novice teachers did. They took more control than did novice teachers in establishing classroom routines and monitoring group work and were less controlling and reactive in dealing with individual student behavior. Similarly, Gatbonton (2008) found that novice ESL teachers in K–12 programs were more preoccupied with student behaviour and reactions than with pedagogy and student outcomes. Experienced ESL teachers were more concerned with ensuring that learning was taking place and less concerned about students' negative reactions to class activities or to the learning process.

A number of studies have looked at experienced teachers' skills, knowledge, and confidence. Akyel's (1997) study comparing experienced ESL teachers with student ESL teachers found that experienced teachers considered a wider and more varied range of instructional options in response to student cues. They welcomed student initiations (i.e., student questions or comments that prompt a change in the direction or topic of a lesson) because they believed this would lead to meaningful communication in the class. They were less likely than student teachers to be concerned when students' initiations caused a divergence from their lesson plan.

Walls, Nardi, von Minden, and Hoffman (2002) found that experienced teachers rely more on procedural knowledge (their own practical knowledge of what steps and techniques have worked well in the past), whereas novice rely more on declarative knowledge (the theoretical knowledge they have gleaned from teacher training programs). Akyel (1997) concluded that experienced teachers are not as concerned as student teachers about adherence to rules and models in their teaching or about approval from external sources. Novice teachers, on the other hand, see learner ideas and errors as possible obstacles and focus principally on maintaining the flow of their lesson plans. Much more than experienced teachers, they worry about the appropriateness of their instructional strategies.

According to Mullock (2006), novice teachers are also more likely to engage in self-criticism. Gatbonton (2008) found that experienced teachers may be less concerned with promoting learners' acquisition of specific language items, such as using "s" with third person singular verbs in the simple present tense, than with ensuring that genuine and meaningful communication occurs.

#### **1.2.4 Related Research on Experienced Teachers**

It has been established that experienced teachers differ from novice teachers in their knowledge, skills, and beliefs. Thus, it may be inferred that they also differ from novice

teachers in their professional development needs. Nonetheless, most of the research on teacher learning focuses on teacher training at the preservice level (Waters, 2006). However, teachers continue to evolve as they remain in the teaching profession (Tsui, 2005), and several researchers (e.g., Zeichner & Noffke, 2001) have emphasized the importance of lifelong professional learning for teachers in all fields. Providing meaningful professional development for experienced teachers may be considered central to this goal. Huberman (1993) identifies three actions taken by teachers in non-novice stages of professional development that are likely to lead to the development of experience and long-term career satisfaction.

- They shift roles. Experienced teachers might teach a new subject or a new learner level. Alternatively, they might mentor or coach new teachers or take on other responsibilities. Fessler and Christensen (1991) found that involvement in professional development and assuming new roles could result in more enthusiasm and commitment among teachers.
- They engage in classroom-level experimentation. Experienced teachers might change classroom routines or engage in action research (Chisman & Crandall, 2007).
- They participate in activities that challenge their knowledge and stretch their skills. Experienced teachers learn more about a topic in their field, replace their customary materials or activities, or otherwise push themselves to the “edge of their competence,” where improvement occurs (Bereiter & Scardamalia, 1993).

Huberman’s list of actions, which reflect Bereiter and Scardamalia’s theory of development of experience in teaching, suggest implications for the professional development of experienced teachers. Challenging, role-changing, experimental activities may increase teachers’ satisfaction and help them learn and grow. Richards and Farrell (2005) suggest that

reflective and collaborative professional development activities can be particularly beneficial for experienced teachers, as can activities that place them in a mentoring or coaching role. Likewise, Wallace (1991) argues that effective professional development for language teachers includes mentoring and coaching, reflection, and opportunities to apply theory and research to practice.

### **1.2.5 Challenges of Novice Teachers**

Novice language teachers face many challenges in their first year; during this period they formulate their teaching identities. This period has been called an unpredictable and idiosyncratic activity, an anxiety provoking experience that involve the balancing act between learning to teach and attempting to take on an identity as a real teacher within an established school culture. The change in role from student to teacher is not a simple transition. Beginning to teach is now seen as a difficult and complex task that can have a major impact on the professional development of a first year teacher. As Farrell (2009) argue “differences between the academic course content and the real conditions that novice language teachers are faced with in the language classroom appear to set up a gap that cannot be bridged by beginning teacher learners” . Learning to teach is increasingly seen as complex process that many novice teachers decide to abandon the profession after a short period of time.

Novice teachers often face challenges such as classroom management, use of technology, teaching pedagogy, and community involvement. The transition from a novice teacher to an experienced teacher may be a challenging phenomenon. Not every novice teacher makes it to the level to be recognized as an award-winning teacher. The success of a novice teacher is major for those who decide to persevere in their quest to become a successful teacher. It may be helpful to understand what impacts a novice teacher's success, especially in the context of the transformational teaching experiences for these teachers. Thus,

additional information about the challenges a new teacher undergoes in transitioning to an experienced teacher is needed.

### **1.2.6 Complexity of Teaching for Novice Teachers**

Transition from education to the world of work is always a challenge due to the complex nature of teaching and the diverse areas of knowledge and skills that must be brought to bear on the classroom context to survive the first year of teaching, and ultimately to succeed in a teaching career. Studies have shown that 35% of teachers leave the profession during the first year. This is due to the great challenges novice teachers face during this period. As Calderhead, J., & Shorrock, S. (1997) identified the following specific problems perceived by beginning teachers: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient or inadequate teaching materials, and dealing with problems of individual students in large classes. Wider literature on graduates' transition from the educational system to the world of work has brought up the following six challenges that most graduates meet in early stages of their career :

- Threat of unemployment: many students after leaving university with diplomas face up to unemployment as Megnounif, A. reported that there is increased phenomenon of massive unemployment of licensed students in Algeria.
- Inadequate knowledge and skills.
- Decreased self-efficacy and increased stress.
- Early attrition: this is due to lack of support for the surroundings.
- Newcomers' role and position in a work community.
- Importance of workplace learning.

### **1.2.7 Teachers' Beliefs about Questioning**

In the field of psychology, it is now common knowledge that one's beliefs affect one's behavior. Indeed, beliefs are associated with one's conscious thoughts about something and they are related to cognition. Both how one feels about something and how one thinks about something will affect how one acts towards that something. For instance, a teacher's belief about questioning may influence the way of selecting and the putting into practice of these questions.

According to Hancock and Gallard (2004) belief is an understanding held by an individual that guides that individual's intentions for actions. The knowledge and beliefs that the teachers have can greatly affect their methods and the way they ask questions in the classroom. For instance, teachers' lack of knowledge of the subject matter and the know-how may make them to believe and hold firmly closely to textbooks or resources provided to construct questions (Carlsen, 1992).

Ornstein (1995) and Good and Brophy (2003) observed that when teachers have beliefs on teaching materials in constructing their questions, they may ask their questions in such a way that their pupils would be able to check and lift solutions from the books. As a result, this may limit the scope of knowledge for the pupils to what is given within the books, not extending it beyond the classroom and not enabling them as pupils to be creative or bringing in their life experiences to the learning situation. Teachers are supposed to be resourceful and enterprising enough as to look for sources beyond what is specified within the syllabus and textbooks.

Some teachers believe that teaching is about lecturing where the teacher's role is to transmit information whereas the pupil's role is to passively receive the information (Brookhart and Freeman, 1992). This belief can make some teachers not allow pupils to

participate in their lessons by asking questions while they are teaching and also can make them not ask pupils questions.

Teachers who like asking more questions at one category level might reflect a belief that their pupils are not ready for questions in other categories and that their pupils need more questions of this type in order for them to pass their examination. This may imply that teachers' beliefs about their pupils' ability of low performance may influence them to ask their pupils questions of lower order than higher order because they believe that their pupils cannot answer questions of higher order (Dillon, 1990; Dean, 1996). Teaching in this way may not help pupils to do well in their examinations.

### **1.2.8 Teachers' Modification of Questions**

Many teachers do some modification on questions for the sake of understanding; they make questions easier for their students in order to be more useful. Some studies investigated how other language-related factors affect students' verbal communication in class. White and Lightbown (1984) conducted a study of three secondary ESL teachers. They found that the three teachers asked up to four questions per minute, with overall about 40% of the questions receiving no response and up to 60% being repetitions of previous questions, with as many as nine repetitions of the same questions. They pointed out that teachers persisted in asking questions by repeating or rephrasing them. However, repetitions did not lead to an increased student response rate. Response rate actually decreased following repetitions. In Tsui (1985), it was found that the teacher who often simplified the questions was much more successful in getting student response than the one who merely repeated the questions.

Simply repeating the questions may help students especially with low English proficiency, to process the questions. Yet, if the question is neither comprehensible nor answerable within the students subject matter and English competence, verbatim repetition

probably fails to elicit any response. In this case, teachers have to modify the question. (Chaudron 1988, Tsui 1995)

Based on the premise that we cannot acquire what we do not understand, it has been suggested that modification of teacher questions makes the language easier to comprehend and that this, in turn, helps the student to acquire the target language. (Chaudron 1988, Nunan 1989, according to Tsui (1995)

There are two kinds of question modification: one is comprehension-oriented and the other is response-oriented. The former makes the question easier for the students to understand whereas the latter makes it easier for the students to respond to (Tsui 1995 .p. 56)

The comprehension-oriented modifications include syntactical modification and semantic modification. When the syntactic structure of a question is complex and difficult to understand the teacher can modify the syntax by disembedding the question to make the topic salient. When the meaning of the question is vague, the teacher can make it clear by making lexical modification or rephrasing the entire questions. The teacher can modify too difficult or abstract words in the question into something concrete and familiar to students. What is clear to the teacher may not necessarily be clear to students. Sometimes when the meaning of the entire question is not clear, the entire question has to be rephrased instead of modifying certain lexical items. (Tsui 1995 .pp. 56-60)

The response-oriented modification consists of syntactical modifications and lexical modification, providing clues and Socratic questioning. Syntactical modification from wh-questions to yes-no questions is commonly used by teachers. Such modification often succeeds in getting a student response, though a minimal one, because the teacher has narrowed down the answers and made the production of a response much easier. What the student does is to answer "yes" or no". It is warned that even though such kind of modification can help students to produce a response, it is restrictive in terms of target

language production. Overuse of this kind of modification deprives students of the chance to produce longer responses. To make the response easier, the teacher may narrow down possible answers by lexical modification, providing clues and asking a series of leading questions (Tsui 1995, pp. 61-64).

### **1.2.9 Teachers' Questions**

Educators know that questioning is a key aspect of teaching and learning process, as observed by Anderson and Krathwohl (2001). However, because questioning is used so often, teachers may not even realise the types or quality of the questions they use. Stigler and Hiebert (2004) pointed out that it is not differences in class organisation, technologies, or even curriculum used in other countries that result in different levels of pupil achievement, it is the quality of questioning, clear connections and depth of thought expected that contribute to the gap in pupil achievement.

Lack of knowledge of strategies of questioning in English can make teachers change high level questions into low level category as noted by Good and Brophy (2003). This could happen when teachers answer the questions they ask or write solutions for learners without giving learners enough time to answer the questions. Teachers who like answering their own questions deny pupils the opportunity to answer questions and share ideas with their peers, discourage them from doing any thinking, making them not busy due to the minimal interaction in the classroom (Muth and Alvermann, 1992). Elaborating on pupils' answers would determine pupils' confidence in their ability to answer the teacher's questions and prevent them from using their creativity. Furthermore, the class would wait for the teacher's response because they perceive the teacher's answer to be the best answer (Burden and Byrd, 1994). Teachers who do not plan their questions before lessons and prefer to be spontaneous in their questioning have a tendency to ask a series of questions which may result in random and sometimes pointless questioning (Hewit and Whittier, 1997).

### 1.2.10 Teachers' Role in Asking Questions

Teachers play a vital role in the educational process which includes a relation between somebody who teaches, something that is taught and somebody who is taught. It refers to the traditional didactic triangle consisting of the three poles teacher, student and content. Many studies were conducted in order to identify the roles of the teacher. For instance ,Harmer (2001) listed the following roles that teachers may perform.

- Controller, s/he is in charge of what happens in the class.
- Organiser, s/he performs the role of organising students to do various activities.
- Assessor, s/he determines students' understanding and provides feedback and correction.
- Prompter, s/he assists and encourages learners
- Participant, s/he takes part in the class activities as participant
- Tutor, s/he guiding learners in direction they have not thought of taking.
- Observer, s/he observes students performance to provide guidance and feedback.

Teacher as teaching aid through mime and gestures; he is also act as language model and provider of comprehensive input.

The teacher role changes from one activity to another or from one stage of an activity to another. Roles of the teacher can be viewed in the context of the relationships that exist between the student, the teacher and the curriculum. What impact do teachers have in asking and responding to questions in the classroom ? In order to ask appropriate questions, teachers need to be knowledgeable about the content of curriculum. These questions should provide opportunities for pupils to reinvent ideas through both exploration and refining of previous ideas (Martino and Maher, 1999). Likewise, teachers must understand that questioning is a skill and like all other skills it must be practised before it can be mastered to its best potential

(Vogler, 2005). Effective communication requires teachers to ask good prepared questions, but also requires good listening to responses from pupils.

In summary, this section presented various aspects of novice and experienced teachers in the field of teaching. The findings indicate that language classrooms are filled with the teacher's questions related to subject matters. This in distinctive turn proved that each teacher has his/her own way of teaching, belief, characteristics, challenges and complexities faced during the teaching process, modification and use of questions, role in promoting students achievements, and all of that depending on the experience they have in their teaching profession.

### **Conclusion**

This chapter reviewed and discussed teachers questioning and questioning strategies as well as some common aspects of novice and experienced teachers. At first, the researchers pointed out a historical overview of questioning and how the process of questioning is viewed from different perspectives. Then, this section moved to talk about myths about questioning and also tried to differentiate between classroom questions and those questions found outside classrooms. Moreover, four major types of questions as well as some questioning strategies were presented in this chapter. Only because questioning is seen as one of the most common techniques used by teachers, it is highly recommended to conduct such research on this issue and try to view the frequency in use of this technique from the part of novice and experienced teachers.

***Chapter Two: Research Methodology,  
Data Analysis and Interpretation***

## **Chapter Two: Research Methodology and Data Analysis and Interpretation**

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ملخص

Résumé

## **Chapter Two: Research Methodology and Data Analysis and Interpretation**

### **Introduction**

This chapter represents the practical framework of the present study which aims at investigating the questioning strategies used by novice and experienced teachers in secondary schools. It consists of three major sections. The first section identifies the method used for collecting data and includes setting, research paradigm, population, research instrument, procedure, data analysis and limitations of the study. The second section is devoted for data analysis and presentation of the two instruments. It includes presentation and analysis of the classroom observation scheme and teachers' questionnaire. It also consists of a summary of the results obtained from the aforementioned research tools. At last, the third section is concerned with data discussion and interpretation. It mainly focuses on the discussion of the results obtained from the classroom observation scheme and teachers' questionnaire.

### **2.1 Research Methodology**

In this section, research methodology and the items used in data collection is introduced. Besides, it presents the research design, research instrument as well as data collection methods which were used for gathering data in order to answer the research questions.

#### **2.1.1 Setting**

This study has been conducted in two secondary schools: Laabani Ahmed Secondary School and Kiamouch Farhat Secondary School, Taher, Jijel. This study is an attempt to check out which questioning strategies novice and experienced teachers use while teaching in L2 classrooms. In addition, this piece of research attempts to find out whether these questioning strategies are similar or not.

### **2.1.2 Research Paradigm**

To fulfill a scientific research, it is important to set and design its objective at the very beginning. Our research objectives are to check out the questioning strategies used by novice and experienced teachers in secondary schools and to show the extent to which the teaching experience affects the use of these questioning strategies in foreign language classrooms. Burns and Gove define a research design as « a blueprint for conducting a study that maximizes control over factors » (p.223). It is believed that the research design helps the researcher to well achieve the objectives.

Concerning our research, the methodology we undertook is the descriptive one. This choice of methodology is motivated by many factors, among which is that of time limitations. Besides, this method is thought of as more appropriate for this piece of research because it yields authentic and accurate data that can be handled easily by a first time researcher. According to Polit et al. (2001), research methodology refers to the different techniques and procedures used to gain data by describing a situation. On their behalf, Burns and Grove (1993) defined design methodology as the way that helps to identify problems of certain situations and obtain data from them.

### **2.1.3 Population and Sampling**

The population of the current study consisted of EFL teachers teaching in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. According to Dornyei (2007) “a population is a group of people whom the study is about “(as cited in Mebitil, 2001, p. 70). A sample of eight (08) EFL teachers (four novice teachers and four experienced teachers) from Laabani Ahmed and Kiamouch Farhat Secondary schools were selected. In each secondary school we observed two (02) novice and two (02) experienced teachers. This population has been specifically chosen by the researchers taking into account that they have different years of experience in teaching English so that the population under study will be balanced and

thus research objectives will be met. In this study, the definition of Huberman (1993) who characterized a novice teacher as one with less than 3 years of teaching experience has been adopted. Hence, if the teacher possesses more than 3 years of experience in teaching English then he/she is considered as an experienced teacher.

These eight EFL teachers were purposefully observed only with students of the second level for these two reasons:

- Our main objective is to check out the questioning strategies of novice and experienced teachers, hence the level of students must not be biased. Because if the selected sample are observed with different levels then the questioning strategies may vary according to the current level of students, and thus results might be biased.
- We were informed that students of second level are of an acceptable level in comparison to students of the first level. Hence, teachers may use various questioning strategies. However, concerning students of the third level we were informed that they do not attend their classes regularly. Thus, we were obliged to conduct the classroom observation with students of the second level.

#### **2.1.4 Research Instruments**

In this piece of research, both a classroom observation scheme and a questionnaire were adopted to fulfill the required objectives of our study. These research tools sound to be compatible with our study objectives for various reasons. The former research tool is valuable in the sense that it would provide us with authentic and concrete data gathered directly from the classrooms. Besides, the latter research tool is appropriate for this research work because of its capacity to collect data on a large scale and for its practicality. Furthermore, the questionnaire enables the researchers to get the desired data easily and within the time limits allotted for this study.

#### **2.1.4.1 The Classroom Observation Scheme**

As far as the research tools are concerned, a classroom observation scheme is employed to explore the questioning strategies used by novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. A classroom observation scheme is valuable for this research work because it is considered to be an efficient method that could reveal some additional information in completion to the data which have been gathered through the use of other methods employed in this research, namely the questionnaire.

Dornyei (2007) goes a step forward while maintaining that: "...classroom observation provides direct information and it is one of the three basic data sources for empirical research" (p. 178). Hence, a classroom observation should aim to accurately and objectively capture the events of the classroom. It should not depend merely on the impression of the observer (Allwright 1988). In other words, it is basically concerned with describing what is actually going on in the classroom. The aim of the observation was to investigate the questioning strategies used by novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher.

##### **2.1.4.1.1 Description of the Classroom Observation Scheme**

Because there were specific aims of the kind of observation to be conducted, the structured classroom observation scheme was used in this research. That is, the observation form was designed in advance with a checklist (see Appendix A) so as to be used in the classroom during each session.

As far as the number of sessions being attended, each teacher of the selected sample was observed two times during the third term, April 2016. Hence a total of sixteen sessions were observed sequentially aiming to find out the questioning strategies used by novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher

The classroom observation scheme consisted of seven (07) questioning strategies: providing feedback and recalling background knowledge, phrasing, probing and sequencing, wait-time, focusing on convergent/ display/ closed questioning, balancing responses and random calling, and at last focusing on divergent/ referential/ open questioning. These questioning strategies were the criterion in observing the sample under study. All the participants were cautiously observed and each time a questioning strategy appear to the class, researchers immediately marked it down in the classroom observation scheme.

#### **2.1.4.2 Teachers' Questionnaire**

For data reliability and validity, a teachers' questionnaire is used to gather additional information about the questioning strategies used by novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools. The questionnaire as one of the most useful tools is often perceived as a partly valid research instrument to elicit available information from the informants. Seliger and Schohamy (1989) consider the questionnaire as being one of the procedures of data collection a researcher can use to provide her/him with a good and expanded picture of the phenomenon he/she is studying.

The teachers participating in this research were first informed that this questionnaire is a part of a research project for the attainment of a master degree in language sciences entitled "Novice versus Experienced Teachers Questioning Strategies" and that their answers will be treated with absolute confidentiality.

##### **2.1.4.2.1 Description of Teachers' Questionnaire**

The questionnaire is divided into three sections where each section has its own objective. In total, the questionnaire include 12 questions (see Appendix B).

The first section is devoted to general information concerning the respondents. It is intended firstly to know the teachers' gender, their teaching qualifications as well as their

years of experience in teaching English. The last question in this section was mainly asked to basically know whether our study is well sounded from the teachers' part or not.

Then in the second section, we shifted our attention to another concern with an attempt to have clear image about how teachers of English deal with and run the questioning strategies with their students. In other words, we intended to verify the hypothesis in accordance to their awareness of the questioning strategies. This section includes questions like: "Do you prepare what to ask before the lesson? ", "If students do not understand your questions, what do you often do? ", "What are the questioning strategies you rely on while teaching? These questions endeavor fundamentally to take out teachers own choices of dealing with such situations in foreign language classrooms. We ended this section with requesting teachers to rank the extent to which the teaching experience affects the use of the questioning strategies in a language classroom.

Finally, the third section permitted us to have further suggestions on the topic under investigation. That is, teachers were asked one more time to give their own view concerning the most effective questioning strategies. The reason behind this question is to disclose the questioning strategies novice and experienced teachers in Laabani and Kiamouch Farhat Secondary Schools deem to be effective.

### **2.1.5 Preliminary Work and Pilot Study**

As an attempt to have a general idea of the classroom environment, researchers first attended a preliminary observation session before starting the official classroom observation. Had it been possible, we would have opted for an audio recorder programme for recording data, but because of students' disturbance, it seemed impossible to reach that end. Any efforts to make recourse the audio recording were fruitless.

### 2.1.6 Procedure

To shed light on the questioning strategies used by novice and experienced teachers in secondary schools. A classroom observation scheme and a questionnaire are designed to obtain the data needed.

Firstly, the classroom observation is carried out during the third term starting on 6 April 2016. The classroom observation takes place in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher during the academic year 2015-2016. It has taken around two weeks to be accomplished. Researchers first took the permission from the administration of both the secondary schools to have a look on the timetable of the population so as to attend their classes orderly. Then, most of the sessions were observed normally apart from the last ones where students started skipping classes. The researchers sat at the end of the class. Each time the observed teacher utilizes a questioning strategy, it was coded in the the classroom observation scheme. By the end of each session, researchers calculated the total number of each questioning strategy and the percentage of each questioning strategy in relation to other ones.

Secondly, just after the classroom observation has been finished a questionnaire was handed out to those eight EFL teachers being observed in addition to the rest teachers of English in the two secondary schools, namely Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. The questionnaire was administered on April 26th, 2016 and was returned back on May 4th, 2016 for the following reason :

- The questionnaire was administered in circumstances where most teachers were busy with a teaching contest and evidently barely had time to respond quickly to the questionnaires. Thereby, researchers had to wait for a considerable period of time until respondents returned back the questionnaires.

The total number of questionnaires that have been administered was 12 copies, due to the following reasons:

- The number of EFL teachers is limited in comparison to other modules.
- Time constraints of our research obliged us to stick to only two secondary schools ( Laabani Ahmed and Kiamouch Farhat ) in the region of Taher.
- The short period of the third term and students' remarkable absences have prevented us from distributing more questionnaires to other secondary schools.

### **2.1.7 Data Analysis**

This study aims at finding out the questioning strategies used by novice and experienced teachers in Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. As already mentioned before, a quantitative method has been chosen for both data collection and data analysis. Once data were controlled and organized, then the next step was the analysis of these data. The results of the classroom observation scheme and the questionnaire were presented in statistical tables.

### **2.1.8 Limitations of the Study**

Throughout the course of conducting this piece of research several limitations have been encountered which made it a difficult task for the researchers to accomplish the required work appropriately.

Firstly, time constraints was the major problem in the sense that the duration which was allotted to carry out this research was insufficient since this type of research is time consuming especially when it comes to the practical part.

Secondly, the total number of the selected sample was only eight teachers because the task of observing those eight (08) EFL teachers two sessions for each one takes a lot of time. Actually, it happens that we went to the secondary schools mentioned before and found that students do not attend their classes regularly. This in turn has wasted our time when waiting

for the next time to observe the selected sample. The number of the targeted sample of the involved population is not a high one. The yielded data from the sample of the present work is not meant to be generalized, yet, if time had been sufficient the population would have been more than the one covered in this piece of research.

To sum up, the present section dealt with the research methodology and the items used in data collection. It supplied the opportunity to analyze the collected data, to fulfill the end of this research at hand and answer its question on the other hand.

The next section will be devoted to data analysis and presentation which were gathered from the research tools discussed above.

## 2.2 Data Analysis and Presentation

This part of the second chapter represents the findings obtained from the research instruments that have been previously discussed.

### 2.2.1 Presentation and Analysis of the Classroom Observation Scheme

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

Table 01

*The first Novice Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	05	03	08
2. <b>Phrasing</b>	<b>07</b>	<b>05</b>	12
3. <b>Probing and sequencing</b>	<b>06</b>	<b>05</b>	11
4. <b>Wait Time</b>	04	05	09
5. <b>Focusing on Convergent/Display/Closed questions</b>	04	06	10
6. <b>Balancing Responses/Random Calling</b>	<b>00</b>	<b>02</b>	02
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>00</b>	<b>02</b>	02

According to the table (01) above, the first novice teacher relies mostly on phrasing as a major questioning strategy in both sessions with a total of 12 questions. Similarly, when it comes to the third questioning strategy namely probing and sequencing she makes use of it 11 times in the two sessions. Probably, she finds herself at ease when explaining the lesson forward with these questioning strategies. Another possibility is that the lesson content forced her to stick only to these two questioning strategies. However, the last two questioning strategies are rarely presented in her lesson. May be this is due to her students actual level or the content of the lesson does not require any further discussion. Indeed, when the classroom observation took place we noticed that the majority of students do not pay attention to the

required lesson. In some parts of the lesson, the teacher obliged her students to respond as a way of attracting their attention to the lesson.

Table 02

*The Second Novice Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	<b>03</b>	<b>06</b>	09
2. <b>Phrasing</b>	04	03	07
3. <b>Probing and sequencing</b>	02	02	04
4. <b>Wait Time</b>	<b>05</b>	<b>04</b>	09
5. <b>Focusing on Convergent/Display/Closed questions</b>	03	04	07
6. <b>Balancing Responses/Random Calling</b>	04	05	09
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>00</b>	<b>01</b>	01

Table (02) indicates that this novice teacher employs most of the questioning strategies equally. This can be shown by the total number of questions being asked in the two sessions concerning the first, the fourth and the sixth questioning strategy (9 times in the two sessions). However, the diversity in usage of these questioning strategies differs in the two sessions. Actually, when the classroom observation took place we noticed that this novice teacher pays attention to the wait time given to her students and at the same time she balances responses among volunteering and non-volunteering students. When it comes to the last questioning strategy (focusing on divergent/referential/open questions) it is mostly inexistent in comparison to the other questioning strategies. Possibly, it is above her ability to cope with such level of questions. Another possibility is that her students' actual level is beyond the average that they cannot operate with such questioning behavior.

Table 03

*The Third Novice Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	04	02	06
2. <b>Phrasing</b>	03	02	05
3. <b>Probing and sequencing</b>	06	05	11
4. <b>Wait Time</b>	02	04	06
5. <b>Focusing on Convergent/Display/Closed questions</b>	<b>06</b>	<b>06</b>	12
6. <b>Balancing Responses/Random Calling</b>	<b>08</b>	<b>07</b>	15
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>00</b>	<b>02</b>	02

Table (03) reveals that the third novice teacher does pay attention to balancing responses among volunteering and non-volunteering students in comparison to other questioning strategies (15 times in two sessions). In addition, she relies on the fifth questioning strategy which focuses on getting specific answer relevant to the required lesson with a total of 12 times for two sessions. However, this novice teacher deprived her students of the chance to communicate, to negotiate in the target language. This can be noticed by the inexistence of the last questioning strategy (focusing on divergent/ referential/ open questions) in comparison to the other questioning strategies. Perhaps this teacher is also facing difficulties in eliciting longer responses from her students because of their level of proficiency in English or her freshness in the field of teaching does not provide her with enough skills in using such questioning strategy. Indeed, it is likely that students without opportunities to use English for communication in class cannot and dare not express themselves in English in real social situation.

Table 04

*The Fourth Novice Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	01	00	01
2. <b>Phrasing</b>	02	03	05
3. <b>Probing and sequencing</b>	00	01	01
4. <b>Wait Time</b>	04	03	07
5. <b>Focusing on Convergent/Display/Closed questions</b>	<b>03</b>	<b>06</b>	08
6. <b>Balancing Responses/Random Calling</b>	03	02	05
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>00</b>	<b>00</b>	02

The results obtained from the classroom observation scheme displayed in table (04) shows that this novice teacher is rarely using the majority of the questioning strategies under study in both sessions. When we observed the first session, the teacher informed us that it is a completion of the previous one. Thus the lesson was already explained and students did not need any further explanation. They were only requested to do the activities in the book. Whereas in the second session, a new lesson was presented and the frequency of all the questioning strategies remained almost the same. We noticed that the teacher focuses mostly on convergent/close/display questions the whole session. The same remark goes with the last questioning strategy which seems to be an obstacle in the teaching process of all the novice teachers under study.

Table 05

*The First Experienced Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	<b>05</b>	<b>06</b>	11
2. <b>Phrasing</b>	04	05	09
3. <b>Probing and sequencing</b>	02	03	05
4. <b>Wait Time</b>	03	06	09
5. <b>Focusing on Convergent/Display/Closed questions</b>	05	02	07
6. <b>Balancing Responses/Random Calling</b>	03	05	08
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>03</b>	<b>02</b>	05

Table (05) illustrates the frequency of seven questioning strategies used by the first experienced teacher in two sessions. The results show that the total number of the questioning strategies under study is nearly the same. Yet, when it comes to the first questioning strategy (providing feedback and recalling background knowledge) one can notice that this experienced teacher used it intensively due to the lesson needs. This can be proved by the total number obtained from the sixth questioning strategy (balancing responses/random calling) which reveals that students are taken part during lesson discussion. However, when it comes to the open/referential/divergent questioning we noticed that this experienced teacher leaves this questioning strategy until the lesson is over as an attempt to evaluate her students' own understanding of the current lesson. Possibly, her long career in teaching English provided her with a full package in dealing with such type of questions.

Table 06

*The Second Experienced Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	<b>06</b>	<b>04</b>	10
2. <b>Phrasing</b>	03	05	08
3. <b>Probing and sequencing</b>	<b>05</b>	<b>07</b>	12
4. <b>Wait Time</b>	05	06	11
5. <b>Focusing on Convergent/Display/Closed questions</b>	03	08	11
6. <b>Balancing Responses/Random Calling</b>	<b>03</b>	<b>02</b>	05
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>04</b>	<b>05</b>	09

A look at table (06) shows that the frequency of questioning strategies is highly salient with regard to our second experienced teacher in both sessions. Indeed, we scored valuable marks with almost all the questioning strategies. The two lessons were about the fifth unit “Disaster and Safety“p126 of the curriculum. The teacher opened the lesson up with providing feedback and recalling background knowledge with a total pause of 11 times. It can be perceived that though the teacher relies on probing and sequencing (12 times in both sessions), students’ reaction towards the lesson is poorly noticed (only a total 5 times for both sessions). However, when it comes to the last questioning strategy that most teachers find it challenging in a way or another, this experienced teacher behaved differently. Along our systematic observation, we noted that open/referential/divergent questions are ubiquitous parts of the lesson. This can be proved by the stats gathered through this classroom observation (9 times in both sessions). Probably, her years of experience in teaching English have permitted her to have access to such level of questions.

Table 07

*The Third Experienced Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	01	03	04
2. <b>Phrasing</b>	02	02	04
3. <b>Probing and sequencing</b>	05	02	07
4. <b>Wait Time</b>	03	04	07
5. <b>Focusing on Convergent/Display/Closed questions</b>	<b>04</b>	<b>05</b>	09
6. <b>Balancing Responses/Random Calling</b>	01	02	03
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>02</b>	<b>00</b>	02

It is clear from table (07) above that this experienced teacher relies on convergent/display/closed questions during lesson presentation in both sessions with a total of 9 times. Maybe, the lesson has imposed on him to stick to only this category of questioning. When we observed both sessions, we noticed that students did not take part in the lesson seriously. This can be shown by the results obtained concerning the sixth questioning strategy. Just like the majority of teachers under study, the tendency of asking open questions is rarely present in this experienced teacher class ( just a total of 2 times). Perhaps, students' actual level has forced him to not have access to such level of questions. Or the teacher has previously dealt with such questioning strategy and found unwelcome responses.

Table 08

*The Fourth Experienced Teacher Questioning Strategies*

Questioning Strategies	Session 1	Session2	Total
	Frequency	Frequency	
1. <b>Providing Feedback and recalling background knowledge</b>	04	03	06
2. <b>Phrasing</b>	06	03	09
3. <b>Probing and sequencing</b>	05	03	08
4. <b>Wait Time</b>	06	04	10
5. <b>Focusing on Convergent/Display/Closed questions</b>	<b>05</b>	<b>04</b>	09
6. <b>Balancing Responses/Random Calling</b>	<b>07</b>	<b>05</b>	12
7. <b>Focusing on Divergent/Referential/Open questions</b>	<b>02</b>	<b>04</b>	06

Table (08) above uncovers that the fourth experienced teacher tend to make use of all the questioning strategies equally. Just after the lesson started, we noticed that students gave significant attention to the lesson. This can be proved by the valuable scores we got concerning the sixth questioning strategy (Balancing responses/random calling). Indeed, the teacher succeed in balancing responses among volunteering and non-volunteering students by displaying open and closed questions with a total of 15times in both sessions. This experienced teacher asked (06) referential/open questions to activate students' schema, to motivate them and to guide them. This implies that this experienced teacher is highly aware of how to make equitable distribution of all the questioning strategies appropriately. Besides, the lesson content has been helpful in mixing all the questioning strategies together. Among the divergent questions we noted: "what are the safety measures that we should follow if an earthquake happen?"

### **Concluding Remarks**

- Novice teachers ask more close/ display/ divergent questions and fewer open questions.
- Experienced teachers make more effective modification by probing, sequencing, and rephrasing questions.
- Both experienced and novice teachers generate an interactive lesson with students.
- Experienced teachers initiate students to perform longer responses with greater variety of language functions.

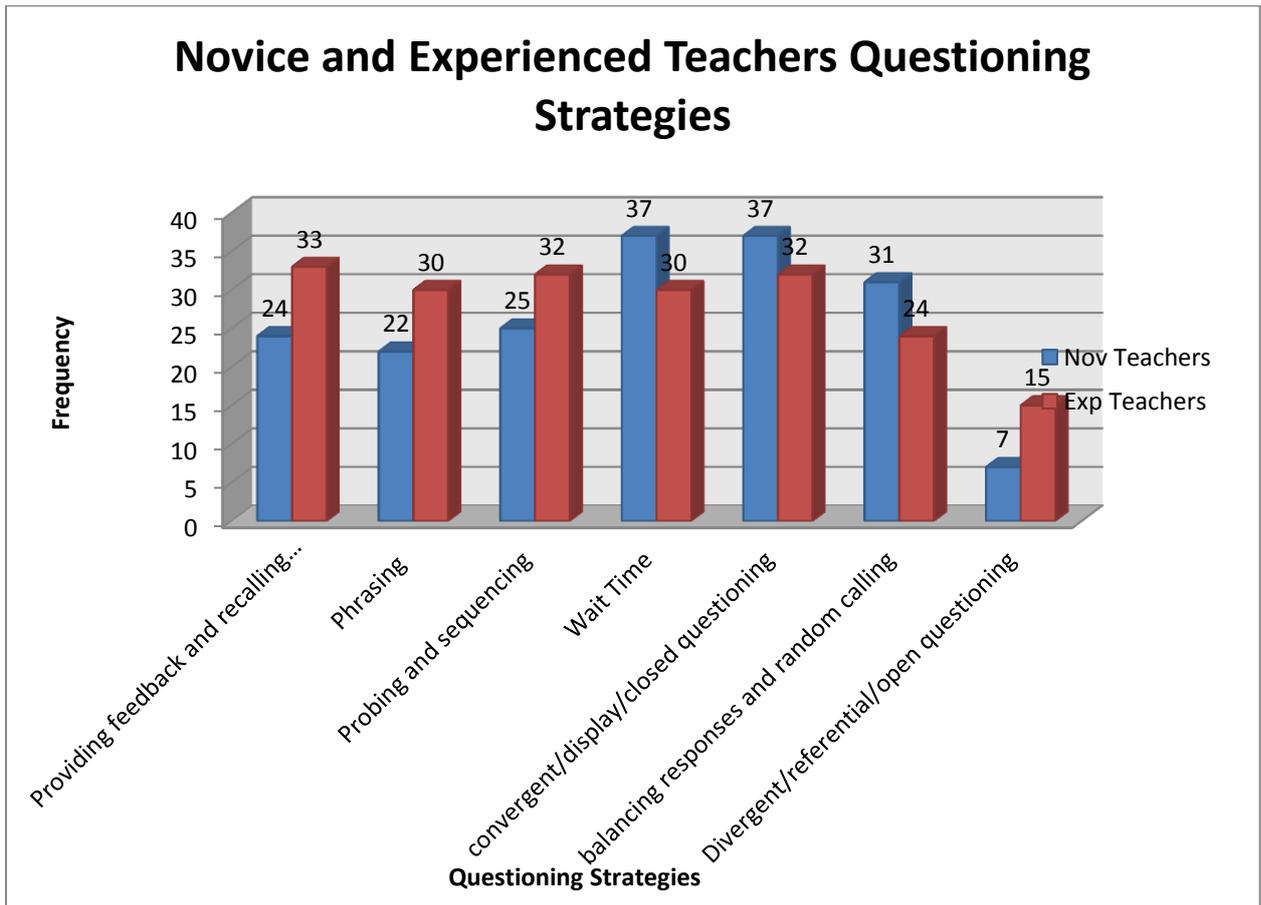
After presenting both classroom observation scheme and teachers' questionnaire, it has been noticed that both novice and experienced teachers use different questioning strategies like: providing feedback and recalling background knowledge, probing and sequencing, balancing responses among volunteering and non-volunteering students, etc. However, the frequency of using these questioning strategies depends on many factors among which is that of the teaching experience.

Following is a brief summary of what have already been presented concerning the two research instruments namely, classroom observation scheme and teachers' questionnaire.

#### **2.2.1.1 Summary of the Classroom Observation Scheme Results**

Presentation of the classroom observation scheme has revealed many facts on teachers' questioning strategies. The results obtained from the classroom observation scheme of both novice and experienced teachers are gathered together in the below bar-chart as an attempt to highlight their major questioning strategies. That is, the total number of each questioning strategy of both novice and experienced teachers is joined together and then the most employed questioning strategies will be compared in relation to novice and experienced teachers.

Figure 01: *Novice and Experienced Teachers Questioning Strategies*



Taking into account the results obtained from the previous tables of the classroom observation scheme which represent the frequency of questioning strategies of novice and experienced teachers in two sessions, it becomes apparent that, on the basis of the total number of questioning strategies of novice and experienced teachers, both of them have made use of them differently.

Regarding the questioning strategies listed in the classroom observation scheme which novice and experienced teachers use while teaching in a language classroom. It is worth mentioning that these questioning strategies are going to be classified from the most used to the least used according to the eight (08) EFL teachers under study. Interesting findings in the data reported are summarized below.

From the bar-chart above, one can notice that the mostly used questioning strategy among those novice and experienced teachers is that of display/convergent/close questioning. (Total of 37 for novice teachers and 36 for experienced teachers). Indeed, this questioning strategy has taken considerable attention because of its easiness. When teachers were observed it has been noticed that most teachers rely on specific answers throughout the course of the classroom observation. Besides, findings from the bar-chart showed that providing wait time is also among the mostly used questioning strategies both novice and experienced teachers make use of it. It can be deduced that this questioning strategy has a constant relationship with the previous one (focusing on convergent/ display/ close questioning) because of many reasons. For instance, if the teacher intends to have a specific answer then students must bare in mind that non-specific answers are not welcome. Hence, a couple of minutes is needed with such questioning strategies.

Just after these two questioning strategies, both probing, phrasing and sequencing comes in the third position when it comes to their practicality in these eight EFL teachers' language classrooms. As a global view of both novice and experienced teachers, it has been noticed that the aforementioned questioning strategies are notable in both novice and experienced teachers sessions of treatment. Such intensive usage of these questioning strategies is obvious in a language classroom because of the unfamiliarity of the English language in our country. Students tend to not have enough background knowledge of this foreign language. Thus, teachers are highly forced to apply these questioning strategies.

With regard to the use of the divergent/referential/open questioning, the majority of novice and experienced teachers failed to make use of it successfully. Along the classroom observation, it has been perceived that this questioning strategy is rarely present in these eight EFL teachers' classrooms. Maybe this is due to students' current level and approximate

teachers' educational background (the majority of our population did not receive any training on how to implement questioning strategies in the classroom).

### 2.2.2 Presentation and Analysis of the Questionnaire

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

#### Responses to Question 1: (Indicate your gender?)

Table 09

##### *Teachers' Gender*

<b>Gender</b>	<b>N</b>
<b>Male</b>	3
<b>Female</b>	9

This table displays the teachers' gender. One can notice that females are dominant. The table shows that three quarters of our sample are females (9 out of 12). This feminine dominance may be put down to the fact that females tend to be more interested in teaching languages in Algeria in general, as opposed to males who prefer teaching other streams such as, architect, sport, physics...etc.

#### Responses to Question 2: (What is your educational background?)

Table 10

##### *Teachers' Qualifications*

<b>Educational Background</b>	<b>N</b>
<b>MA (Magister/Master)</b>	0
<b>BA(License)</b>	11
<b>ENS</b>	1

The table (10) above shows that the majority of teachers hold a license degree (11 out of 12) while only one teacher has carried her study in ENS. Perhaps, such results may influence the usage of questioning strategies.

**Responses to Question 03:** (For how many years have you been teaching English?)

Table 11

*Teachers' Years of Experience*

<b>No. of Years</b>	<b>N</b>
<b>1 to 5 years</b>	3
<b>6 to 10 years</b>	2
<b>Above 10 years</b>	7

As seen above, teachers were asked to indicate their years of experience in teaching English. Almost half of our population (7 out of 12) said that they have been teaching English for more than ten years. This implies that the largest portion of our sample are experienced teachers. Such results may influence the frequency of questioning strategies with regard to the years of experience in teaching English. Besides, this means that the majority of teachers are aware and knowledgeable with the teaching process and consequently with the questioning strategies too.

**Responses to Question 04:** (Have you received any training on how to implement questioning strategies in the classroom?)

Table 12

*Teachers' Training on Implementing Questioning Strategies in the Classroom*

<b>Option</b>	<b>N</b>
<b>Yes</b>	<b>4</b>
<b>No</b>	<b>8</b>

A glance on the table (12) above, one can notice that (08) teachers said that they did not receive any training on how to implement questioning strategies in the classroom. Probably, they consider it as a personal teaching strategy that does not need further training.

**Responses to Question 05:** (If your answer to question « 04 » is « yes » where did you receive the training?)

As it has been noticed in the table (12), the (4) teachers who replied with a “yes“ answer mentioned the place where they have received their training on how to implement questioning strategies in the classroom. One teacher who carried her studies in ENS said that she has received the training in Ahmed Bey Secondary School, Constantine and also during her academic study in ENS, Constantine. Yet, the other teacher revealed that he once got training in Berlitz Center in Algeria. However, the last teacher claimed that he has been trained on how to implement questioning strategies in the classroom in seminars with his inspector. Possibly, these trainings would increase their level of experience in questioning; hence our previous hypothesis might be confirmed.

**Section Two: Teachers Awareness of the Questioning Strategies****Responses to Question 06:** (Do you prepare what to ask before the lesson?)

Table 13

*Teachers' Preparation of Questions before the Lesson*

<b>Option</b>	<b>N</b>
<b>Yes</b>	<b>12</b>
<b>No</b>	<b>00</b>

This question is about the teachers' preparation of questions before the lesson. Indeed, all the teachers (12) said that they do prepare questions before the lesson. Maybe, this is due to the fact that it's imposed on them from the inspector's part. Another possibility is that this advanced preparation may smooth the lesson forward.

**Responses to Question 07:** (If your answer to question « 6 » is « yes » say how do you usually prepare these questions?)

Table 14

*Teachers' Ways of Preparing Questions*

<b>Option</b>	<b>N</b>
<b>a- You follow the questions set for you in the textbook.</b>	<b>4</b>
<b>b- You rephrase the questions set for you in the textbook</b>	<b>8</b>
<b>c- You prepare other questions relevant to the required lesson</b>	<b>9</b>

A look at the table (14) shows that approximately all the teachers tend to prepare other questions relevant to the required lesson. But, they tend to not restrict themselves to the

questions set for them in the textbook. This can be shown but the low number of teachers who chose this way of preparing questions (4 out of 12).

**Responses to Question 08:** (If students do not understand your questions, what do you often do?)

Table 15

*Teachers' Modifications of Questions*

<b>Option</b>	<b>N</b>
<b>a- Repeat the question</b>	5
<b>b- Rephrase the question</b>	<b>12</b>
<b>c- Give them a clue</b>	7
<b>d- Answer on their behalf</b>	0
<b>e- Skip the question</b>	0

The answers tabulated above reveal that the whole population tend to rephrase questions when students do not understand their questions. In contrast, none of the informants said that they skip the question or answer on students' behalf. Probably, teachers found considerable participation on the part of students. Or possibly the teachers just want their students to depend and rely on themselves in just cases.

**Responses to Question 09:** (What are the questioning strategies you rely on while teaching ?)

Table 16

*Teachers' Questioning Strategies*

Questioning Strategy	N
<b>A- Asking questions on previously learnt items</b>	<b>12</b>
<b>B- Providing wait-time before students' response</b>	<b>7</b>
<b>C- Balancing responses among volunteering and non-volunteering students</b>	<b>8</b>
<b>D- Using series of questions to get students responses</b>	<b>8</b>
<b>E- Focusing on getting close and specific answers</b>	<b>6</b>
<b>F- Using open questions where students can express their own ideas</b>	<b>8</b>

Through the analysis of the teachers' answers, nearly half of the participants (6 out of 12) responded that they rely on the fifth questioning strategy (focusing on getting close and specific answers) while teaching. Possibly, these teachers find considerable attention from students' part when dealing with such questioning strategy. In contrast, asking questions on previously learnt items seems to be the core component of teaching of all the teachers under investigation. Probably, this questioning strategy is of great important for lesson departure that any teacher cannot dispense of it.

**Responses to Question 10 :** (As far as you can remember, do you find your questioning strategies change according to your teaching experience ?)

Table 17

*Questioning Strategies Change According to the Teaching Experience*

<b>Option</b>	<b>N</b>
<b>Yes</b>	12
<b>No</b>	00

Considering table (17) above, the whole informants reckon that their questioning strategies do change according to their teaching experience. Based on the answers provided by teachers, it is clear that the questioning strategies are highly linked by the teaching experience.

**Responses to Question 11:** (If your answer to question « 11 » is « yes » to what extent does the teaching experience affect the use of the questioning strategies?)

Table 18

*Evaluation of the Teaching Experience Affects on Questioning Strategies Usage*

<b>Option</b>	<b>N</b>
<b>a- To a large extent</b>	<b>09</b>
<b>b- To a moderate extent</b>	03
<b>c- To a limited extent</b>	00

Once teachers were asked to evaluate the extent to which the teaching experience affects the use of the questioning strategies, (9 out of 12) said that indeed the teaching experience do affect the use of questioning strategies to a large extent. May be this is due to

the common belief that the more your teaching experience is long, the more your questioning strategies will develop.

### **Section Three: Further Suggestions**

**Responses to Question 12:** (What do you think are the most effective questioning strategies in a language classroom?)

This question has been introduced as an attempt to have a global view of the most effective questioning strategies teachers of English in Laabani Ahmed and Kiamouch Farhat Secondary Schools consider them as effective ones. Therefore, we have put this open question devoted for teachers to supply their views and opinions based on their teaching experience in the teaching process. Teachers various views about the most effective questioning strategies are listed below:

- Questions accompanied with visual aids.
- Clear and short questions with the known vocabulary items.
- Teachers' questions should aim at getting specific answers.
- There should be a link between teachers' questions and the previously learnt items,
- Teachers may ask open questions but this depends to a large extent on the general level of the learners' proficiency.
- Using series of questions to get students responses.
- Questioning in different ways if there are no responses.
- Balancing responses among volunteering and non-volunteering students.

### **2.2.2.1 Summary of the Results Obtained from the Questionnaire**

The analysis of the results obtained from teachers' questionnaires revealed that although the majority of EFL teachers under study have been teaching English for more than 10 years with a license degree, they did not receive any training on how to implement questioning strategies in a language classroom. This in turn has influenced the way of preparing and using questions.

Regarding the second section of the questionnaire which is devoted to teachers awareness of the questioning strategies. It is worth mentioning that the whole population pretends that they prepare questions before the lesson like preparing other questions relevant to the required lesson. Besides, teachers claim that they are ready to modify these questions if students fail to understand them. Among the mostly used modifications is that of rephrasing questions. Once again, results concerning the questioning strategies teachers rely on while teaching showed that asking questions on previously learnt items is the central questioning strategy in those EFL teachers classrooms.

Furthermore, it was concluded from the results obtained that the questioning strategies are constantly changing according to the teaching experience to a large extent. Indeed, such result has answered the third research question of this study "to what extent the teaching experience affects the use of the questioning strategies? "

Lastly, teachers were asked once more to supply the literature with the questioning strategies they think of to be effective in a language classroom. Hence, the plurality of teachers said that teachers' questions should aim at getting specific answers, there should be a link between teachers' questions and previously learnt items, and balancing responses among volunteering and non- volunteering questions is also among the most effective questioning strategies that should not be abandoned.

## **2.3 Data Discussion and Interpretation**

The second section of this chapter dealt with the analysis and presentation of data obtained from research tools. This third section will be devoted for the interpretation of the findings analyzed already. The discussion is divided into: novice teachers questioning strategies, and experienced teachers questioning strategies.

### **2.3.1 Discussion of the Results Obtained from Classroom Observation and Teachers' Questionnaire**

Before the discussion of the results obtained from both classroom observation scheme and teachers' questionnaire take place, it is worth mentioning that obviously both novice and experienced teachers make use of the questioning strategies set up in the classroom observation scheme; however, the purpose of our research is actually to explore the mostly used strategies by these teachers. Thus, novice and experienced teachers major questioning strategies are to be briefly discussed under the following themes.

#### **2.3.1. 1. Novice Teachers Questioning Strategies**

The results assembled from the classroom observation scheme and the questionnaire revealed that novice teachers differ from experienced teachers in the frequency of use of questioning strategies. From the analysis of both classroom observation scheme and teachers' questionnaire, it can be deduced that novice teachers tend to focus mainly on the following questioning strategies.

- Convergent/ display/ close questioning.
- Providing wait-time.
- Balancing responses among volunteering and non-volunteering students.

Starting with the use of convergent/display/close questioning, the researchers noticed that novice teachers paid notable attention to questions which require specific answers, and deprived students from expressing their own ideas in the target language. However, when

novice teachers were asked to select the questioning strategies they rely on while teaching, they indicated quite the opposite; as a matter of fact that they reported mainly focusing on getting longer students responses. Such contradiction might be due to the fact that those novice teachers are aware of the importance of those opinion driven questions, and yet they are incapable of reproducing them in class, and thereby instilling them to their daily teaching practices. As Nunan (1992) affirms there is nearly always a discrepancy between what teachers are saying and what they are actually doing in the classroom.

As far as providing wait-time is concerned, all the novice teachers under study had strong inclination to the use of this strategy. They considered wait-time strategy helpful in reducing the pressure the target language imposes on students' with low level of proficiency in English. Besides, the findings from classroom observation agreed with the teachers' responses to the questionnaire. Such symmetry permitted the researchers to draw a conclusive judgment on the effectiveness of this questioning strategy in a language classroom and that novice teachers are aware of the importance of such questioning strategy in a language classroom.

In relation to the use of random calling questioning strategy, novice teachers seem to be skilled in balancing responses among volunteering and non-volunteering students. Throughout the whole classroom observation sessions, the majority of the novice teachers extended successfully the use of this questioning strategy to cover the whole span of the lesson. However, the researchers noticed that though teachers tried to apply such questioning strategy in a suitable way, students failed to invest fully with their teachers. This can be explained by the fact that students of secondary schools in Algeria, in general, are not paying much attention to foreign languages as they do with other modules.

### 2.3.1.2. Experienced Teachers Questioning Strategies

The results obtained from both the classroom observation sessions the teachers' questionnaire indicated that experienced teachers tend to focus mainly on three questioning strategies:

- ✓ Providing feedback and recalling background knowledge.
- ✓ Rephrasing questions.
- ✓ Probing and sequencing.

As far as providing feedback and recalling background knowledge questioning strategy is concerned, both classroom observation and teachers' questionnaire concurred nicely that experienced teachers are employing this questioning strategy. None of the observed experienced teachers started the lesson without providing feedback or recalling background knowledge at least once along the sessions. Indeed, Shulman (1986) claims that EFL teachers play a primordial role in supplying both content and pedagogical knowledge. Thus, experienced teachers are highly aware of how providing feedback and recalling background knowledge is extremely helpful in running the course of a lesson.

As indicated by the results of both the classroom observation and the teachers' questionnaire, the experienced teachers were more disposed to the use of rephrasing questions as one of their major questioning strategies. The frequency in use of such questioning strategy is highly linked to the complexity of questions themselves. This conclusion can be reinforced by Tsui's (1985) words who maintained that the teacher who often simplifies the questions is much more successful in getting student response than the one who merely repeats the question. Hence, the more rephrasing is employed in a language classroom the better responses students will produce.

With regard to probing and sequencing questioning strategy, both the classroom observation work and the teachers' questionnaire reported the strong correlation between the teaching experience and the use of such questioning strategy. In analyzing teachers' responses to the eighth (08) question in the questionnaire, all the experienced teachers revealed that they make use of this questioning strategy deliberately and they considered it as the most effective questioning strategy in a language classroom. Indeed, French & Kasper (1983) supported such responses while claiming that rephrasing or paraphrasing in particular is a compensatory strategy involving meaning replacement and that this questioning strategy is properly used when the shared knowledge of interlocutors is inadequate and when there is a gap in their linguistic competence.

### **2.3.2 Recommendations for Teachers on Effective Questioning Strategies**

After a careful analysis and interpretation of the results obtained from both classroom observation scheme and teachers' questionnaire, it's now recommended to highlight some effective questioning strategies teachers may find to be interesting. Although it is essential that teachers ask questions that bring out the educational goals they are seeking, there is no more to good questioning than simply asking the proper question. Such strategies are to be presented in what follows:

- Teachers should encourage lengthy questions which require students to go beyond their current level and hence promote their level of thinking.
- Teachers should avoid yes-no questions, fragmentary questions, and those that tug guessing; if ever you catch yourself asking a yes-no question, add "explain".
- Teachers should balance between simple and exacting questions, so that poor students may participate and the brighter students may be extended.

- Teachers should rephrase questions clearly within the vocabulary limits of the class.
- If a student asks a question, teachers should not answer it until you have asked the class questions as “how would you answer that question...?”
- Teachers should encourage students to comment on the answers’ of classmates and do not drop too quickly a student who seems unable to answer.

### **Conclusion**

This chapter has presented the research methodology, the data gathered from the research tools, as well the contextual discussion of the major findings.

The findings show that novice teachers rely on the following questioning strategies: convergent/ display/ close questioning, providing wait-time, and balancing responses among volunteering and non-volunteering students. Experienced teachers, on the other hand, pay more attention to the use of the following questioning strategies: providing feedback and recalling background knowledge, probing and sequencing, as well as rephrasing questioning. However, it should be noted that both of them tend to avoid the use of the open/ divergent/ referential questioning strategy. Nevertheless, the analysis of the results showed that the use of such questioning strategies is firmly linked to the teaching experience to a large extent, with experienced teachers making use of this strategy far more than novice teachers.

# *General Conclusion*

### **General Conclusion**

The fundamental goal of this research work has been, firstly to investigate the questioning strategies used by novice and experienced teachers in secondary schools, and secondly to determine the extent to which teaching experience affects the use of these questioning strategies.

To achieve this research aim, two research instruments were incorporated into the research design. First a classroom observation scheme was implemented with four novice teachers and four experienced teachers from Laabani Ahmed and Kiamouch Farhat Secondary Schools in Taher. Second, in order to crosscheck results from classroom work and increase the validity of the data, a questionnaire was devised and administered to twelve EFL teachers in the aforementioned secondary schools.

All in all, the analysis of the data obtained from these research tools has indicated that novice and experienced teachers make use of questioning strategies differently. Plausible explanation to this major finding may be summarized in two major points. First, because of their freshness in the field of teaching, novice teachers tend to focus on close/convergent/display questioning, wait-time, balancing responses, and random calling more than necessary as opposed to experienced teachers who have already evolved in the use and practice of the questioning strategies. Subsequently, experienced teachers are found to use the questioning strategies investigated in the classroom observation scheme more rationally than novice teachers. They resort to providing feedback, recalling background knowledge, rephrasing, and sequencing questioning strategies in their language classrooms. Second, the results unveiled by this current study revealed that effective questioning is firmly linked to the teaching experience and what counts in questioning is not how often you use them but when to use them.

Finally, it can be said that the findings emanating from this current research work combined with the immaturity of the field require further investigation. For instance, probing into the motives underlying teachers' reliance on certain questioning strategies at the expense of probably more efficient ones must definitely have their sound reasons. Then, it can be suggested that a qualitative study, focusing on the hurdles impeding novice teachers to adhere to more efficient teaching strategies, can complete the work already initiated within the current research design.

- **Pedagogical Recommendations for Further Future Research**

Engaging in this research has disclosed that studies and recommendations in pursuit for future research should be for crucial importance to provide new insights and visions especially with regard to the field of foreign language learning and teaching. To do so, and on the basis of the results obtained, beneficial suggestions and considerations are considered and summarized in what follows:

- As compensatin to the above mentioned limitations of this research, it is recommended to conduct it on a large sample. This means that, the classroom observation scheme is to be carried out with a higher number of teachers not only from two secondary schools but expanding the present study to include teachers from other secondary schools.
- This study investigated the questioning strategies of novice and experienced teachers in secondary schools. Therefore, further studies may replicate the same research by exploring the questioning strategies of novice and experienced teachers in elementary schools.
- Conducting this research whereby the purpose is to answer the research questions concerning novice and experienced teachers questioning strategies demands the implementation of two research instruments. In this view, it is suggested to triangulate the data by running an interview with novice and experienced teachers to reach more reliable findings.

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# *Appendices*

**Appendix A**

**Observation Scheme of Questioning Strategies of Experienced and Novice Teachers**

**Date** \_\_\_\_\_

**Teacher's name** \_\_\_\_\_

**School's name** \_\_\_\_\_

**Class** \_\_\_\_\_

Questioning Strategies	Session 1			Session 2		
	No. Of Qs asked	Examples	Percentage	No. Of Qs asked	Examples	Percentage
1. Providing Feedback and Recalling Background Knowledge: The teacher asks students questions about previously learnt key terms moving from general questions to specific ones.						
2. Phrasing: The teacher phrases and simplifies the questions so that the response expectations are clearly communicated.			%			%

<p>3. Probing and sequencing : The teacher uses series of questions which require students to go beyond the first response.</p>			%			%
<p>4. Wait Time : The teacher asks a question then pauses a minimum of 3 seconds to give the whole class a chance to think.</p>			%			%
<p>5. Focusing on Convergent/ Display/ Closed questions: The teacher focusses on short and specific answers.</p>			%			%
<p>6. Balancing Responses/ Random Calling : The teacher encourages student involvement by balancing responses from volunteering and nonvolunteering students.</p>			%			%
<p>7. Focussing on Divergent/ Referential/ Open questions : The teacher elicits longer students responses where they can express their own ideas.</p>			%			%

Total			%			%
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Notes :

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## Appendix B

### Questionnaire for Teachers

Dear teachers,

This questionnaire aims at investigating the questioning strategies used by novice and experienced teachers in Secondary schools. The current research is a part of a research project for the attainment of a master degree in language sciences. You are kindly requested to answer the questions to the best of your knowledge and be assured that your answers will be treated with absolute confidentiality. Your responses are greatly needed and important for the accomplishment of the research objectives.

Thank you in advance for your collaboration.

#### Section One : General Information

- Please use a tick (✓) when appropriate :

1. Indicate your gender :

a- Male

b- Female

2. What is your educational background?

a- MA (Magister/Master)

b- BA (Licence)

c- ENS

3. For how many years have you been teaching English ?

- 1 to 5 years

- 6 to 10 years

- Above 10 years

4. Have you received any training on how to implement questioning strategies in the classroom ?

Yes  No

5. If your answer to question « 4 » is « yes » where did you receive the training ?

.....

**Section Two: Teachers Awareness of the Questioning Strategies**

6. Do you prepare what to ask before the lesson?

Yes  No

7. If your answer to question « 6 » is « yes » say how do you usually prepare these questions ?

a- You follow the questions sets for you in the textbook

b- You rephrase the questions set for you in the textbook

c- You prepare other questions relevant to the required lesson

Other(s) : .....

8. If students do not understand your questions, what do you often do ?

A. Repeat the question

B. Rephrase the question

C. Give them a clue

D. Answer on their behalf

E. Skip the question

Other(s): .....

9. What are the questioning strategies you rely on while teaching? ( you can select more than one )

A- Asking questions on previously learnt items

B- Providing wait-time before students' response

C- Balancing responses among volunteering and non-volunteering students

D- Using series of questions to get students responses

E- Focussing on getting close and specific answers

F- Using open questions where students can express their own ideas

G- Other(s) :.....

10. As far as you can remember, do you find that your questioning strategies change according to your teaching experience?

Yes

No

11. If your answer to question « 11 » is « yes » to what extent does the teaching experience affect the use of the questioning strategies?

a- To a large extent

b- To a moderate extent

c- To a limited extent

**Section Three : Further Suggestions**

12. What do you think are the most effective questioning strategies in a language classroom?

.....

.....

.....

.....

**Thank You in Advance for your Collaboration**

## **Résumé**

Le questionnement joue un rôle important dans la communication en général et dans l'apprentissage en particulier. Et-ce, dans la mesure où il facilite le contact entre les enseignants et les apprenants. De ce fait, l'étude que nous nous proposons vise à mettre l'accent sur les stratégies de questionnement que les enseignants expérimentés mais aussi les novices utilisent en classe d'Anglais Langue Etrangère. Pour ce faire, nous avons choisi deux lycées, Laabani Ahmed et Kiamouch Farhat situés à Taher, Wilaya de Jijel. Afin d'atteindre notre objectif, nous avons jugé utile d'utiliser deux outils d'investigation complémentaires, qui sont l'observation et le questionnaire à l'intention desdits enseignants. Les résultats obtenus révèlent une différence entre les stratégies utilisées par les deux types d'enseignements novices et expérimentés. Une différence liée particulièrement à l'expérience. En effet, on a remarqué que les expérimentés en utilisaient beaucoup plus que les débutants. A partir des résultats obtenus du questionnaire et de la grille d'observation, des perspectives de recherche seraient envisageables.

## ملخص

يحتل الاستجابات مكانة مرموقة في التعليم، إذ يعتبر من أهم الممارسات اليومية في مجال التعليم فلا يكاد يخلو منه أي درس. فهو يمكن المعلم من ربط المعلومات القديمة بالجديدة و يساعده على جلب انتباه التلاميذ و إثارة اهتمامهم و حملهم على التفكير. و مع ذلك توجد هناك بعض استراتيجيات الاستجابات في تعزيز تفاعل التلاميذ مع الأستاذ و تحقيق التدريس الفعال أكثر فائدة من غيرها. استنادا إلى هذا الاعتبار، تهدف هذه الدراسة إلى تسليط الضوء على استراتيجيات الاستجابات المستخدمة من قبل الأساتذة المبتدئين و الأساتذة ذوي الخبرة في كلا من ثانوية لعنبي أحمد و ثانوية كيعموش فرحات بالطاهير، ولاية جيجل. و لتحقيق هذا الهدف تم اختيار منهج الملاحظة الفعلية للأساتذة المذكورين آنفا خلال الفصل الدراسي الثالث بالإضافة إلى توزيع استبيان على جميع اساتذة اللغة الانجليزية في هاتين الثانويتين كطريقة بحثية للوصول إلى هدفنا من الدراسة. كشفت النتائج المتحصل عليها أن كلا من الأساتذة المبتدئين والمدرسين ذوي الخبرة استخدموا استراتيجيات الاستجابات بشكل مختلف، بالإضافة إلى كون المعلمين ذوي الخبرة أكثر ميلا لاستخدام الأسئلة المفتوحة من نظرائهم أي المعلمين المبتدئين. إلى جانب ذلك، تبين لنا بعد تحليل النتائج أن المعلمين المبتدئين أبدوا توظيفا لاستراتيجيات الاستجابات بنسبة أقل من المعلمين الأكثر خبرة. وأخيرا، يمكن القول أن استخدام استراتيجيات الاستجابات متعلق إلى حد كبير بالخبرة في مجال التدريس.