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**Exploring the Relationship between Teachers' Open-ended Questions and
Students' Participation.**

The Case of 3rd Year Students of English, University of Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “Exploring the Relationship between Teachers’ Open-ended Questions and Students’ Participation” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date
18/07/2021

Signature 1

Signature 2

Dedication

With the deep profound love, I dedicate this humble work:

To the one who has taught me how to find strength in struggles and how to handle tough obstacles; for my grandmother, I miss you so much.

To my beloved parents Mahmoud and Dahbia for their endless love, prayers and sacrifices.

To my precious brothers; Hicham and Salaheddine for providing me with motivation and hope.

To my dear sisters; Wissam and Fatima for their endless love and support.

To my brothers' Wives; Houriya and Meriem for their kindness and love.

To my wonderful and best friends whom I called soulmates; Feyreuz, Nour Eliman, Hassiba and Rania. With whom I shared unforgettable memories.

I would like also to express my open-hearted gratitude to my lovely partner in this work Nesrine for the time we spent together helping each other.

I dedicate this work to each and everyone who has been there for me and seen the good in me. Thank you all.

Zahra.

Dedication

I dedicate this humble work to

*The memory of my grandmother that will always stay in my heart,
may ALLAH rest her soul.*

*The candles of my life; my mother **Djamila** and my father **Massoud**
for their endless love, and their encouragement to believe in myself.*

*My lovely aunt **Hadda** ; my second mother who always supports
encourages me , and makes my days special with her warmth and love.*

*My uncle **Zohir**; my second father who always shines my life.*

*My source of happiness; my sisters **Asma** , **Samah** , & **Djihan**, thank
you for your support and love.*

*My twins and best friends **Fati**, **Meriem**, **Nouha** , and **Ilham** , Thank
you for being always by my side .*

*My faithful partner **Zahra** who worked hard with me.*

*My amazing Friends **Lamia**, **Roma**, **Manal** and **Imane**.*

All my friends without exceptions

Nesrine

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Abstract

Questions are an indispensable component of the teaching and learning process. Beyond doubt, teachers' questions play a major role in getting students engaged with the content of the lesson especially in oral expression classes. Equally, students' participation also plays a vital role in oral class interaction. The current study aimed at exploring the relationship between teachers' open-ended questions and students' participation. The hypotheses adopted in this study set out that students' participation is dependent on the type of questions the teacher asks, and that there is a positive relationship between teachers' open-ended questions and students' participation. The research was divided into two chapters; the first chapter covered the theoretical aspects of the study. It was divided into two sections; each of which presented an overview of one of the existing variables namely; teachers' questions and students' participation. With regards to the practical part, the study has adopted a correlative research method based on a classroom observation and a questionnaire for students. The findings have shown that open-ended questions are the most commonly used by teachers in OE classes. Additionally, the obtained data marked a positive relationship between teachers' open-ended questions and students' participation. Ultimately, the results revealed that some students face difficulties in answering teachers' open-ended questions. However, teachers used some strategies in order to provide the necessary help for students to form an answer. In the light of the results obtained, the earlier stated hypotheses were successfully confirmed. Based on the results of the study, some pedagogical recommendations were suggested.

Key Words: Open-ended Questions, Students' Participation.

List of Abbreviations

1. **EFL:** English as a Foreign Language
2. **ELT:** English Language Teaching
3. **ESL:** English as a Second Language
4. **H:** Hypothesis
5. **LMD:** License Master Doctorate
6. **N:** Number
7. **OE:** Oral Expression
8. **S :** Session
9. **T :** Teacher

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General Introduction

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General Introduction

1. Background of the Study

One of the most heated topics in the field of language teaching and learning has been teachers' questions. Undeniably, asking questions is one of the most important tools that teachers have at their disposal. Therefore, teachers' questions become a subject of interests that concerned many researchers and pushed them to make different studies and researches. Hence, it is worthwhile to cite some studies that have been carried out about this issue.

In 2012, Husain, Bais, Hussain and Abdul Samad, published an article entitled "How to Construct Open-ended Questions". The study aimed to examine and provide examples about the form and level of open-ended questions. Indeed, the paper analyzed four questions from an exam in order to measure the open-ended questions asked by the teacher and whether they complied with the features described. The findings have shown that some of the questions asked by the teacher were not completely open-ended questions, since open-ended questions should obtain feedback on students' understanding and their ways of thinking; generate critical and analytical thinking skill.

Endorsing the effects of questions on OE classes, Khadraoui, in 2016, made a research that aims at investigating teachers' and students' attitudes towards the effects of referential questions on classroom interactions. The results showed that classroom interaction increased when referential questions are asked. Hence, the findings confirmed that teachers and students have positive attitudes towards the effect of referential questions on EFL classroom interaction.

In the same way, Al-Zahrani and Al-Bargi in 2017 examined the effect of questions on fostering interaction in EFL classrooms. The study seeks to determine the characteristics of questions that are most influential in promoting and generating a greater amount of classroom interaction. The results showed that there is a correlation between the questions' characteristics and the creation of classroom interaction. Indeed, some types of questions significantly improve classroom interaction while others fail in doing so. The findings confirmed that the use of questioning techniques helped students become more involved in classroom interaction.

In 2018, Erianti, Akib and Bason made a descriptive qualitative research on the analysis of teachers' questioning strategies in ELT. The study was set out in order to identify the types of teachers' questions, the reasons behind teachers' types of questions and the effect of questions on students' responses. The results revealed that display questions were asked very frequently. In contrast, procedural and referential questions were fewer asked. Additionally, the data have shown that basing on the function of the question; the teachers choose the type of questions to be asked. Finally, after interviewing students, it has Prasetyawati in 2015 been revealed that some of the students do not like teachers' questions; they state that they feel afraid when they are not sure about their answers.

Similarly, made an analysis of questions used by English teachers at Jakarta Intensive Learning Centre (JILC). The research has the same purpose of identifying the types of teachers' questions, the reasons behind teachers' types of questions and the effect of questions on students' responses, the results revealed that the teacher used four out of six types of questions from Blooms' taxonomy. And the most frequently used were comprehension questions. The findings pointed out seven reasons why the teachers asked questions; to check students understanding, to get them thinking, to encourage students'

participation, to stimulate students' interest, to encourage students' focus and to make students polite in expressing their opinions.

Researchers have been merely concerned with the investigation of the types and purposes of teachers' questions in EFL classroom. To the researchers' knowledge, there has not been any research conducted about the relationship of any type of questions and students' participation. This inquiry attempts to fill this gap in the existing literature, namely the relationship between teachers' open-ended questions and students' participation.

2. Statement of the Problem

The process of teaching and learning a foreign language requires an active teacher and an interactive classroom. Thus, to a great extent, teaching means discussing and asking questions and learning means following directions and answering questions. Hence, asking questions is a vital factor in the process of teaching and learning especially in oral expression classes. On the other hand, students' participation plays a significant role in building a successful oral class. However, students' participation is generally related to the type of questions being asked by the teacher. Thus, teachers' type of questions also matters.

Indeed, teachers tend to use different types of questions in OE classes as a means of involving students in classroom discussion and encouraging students to participate. However, sometimes students remain silent and do not participate in the classroom. The crux of the matter is that some teachers ask many questions but without taking into consideration what type of questions they use more, which type of questions pushes students to participate more and are they using the type of questions that make students

participate. For this reason, the present study aims at exploring the relationship between teachers' open-ended questions and students' participation.

3. Research Questions

To investigate the problem raised above, the following research questions are posed:

- What is the type of questions that teachers use most in oral expression classes?
- Is there an existing relationship between teachers' open-ended questions and students' participation?
- Do students face difficulties in answering teachers' open-ended questions?

4. Research Hypotheses

On the light of the aforementioned questions, the current study puts forward the following hypotheses:

H1: Students' participation is dependent on the type of questions asked by the teacher.

H2: There is a positive relationship between teachers' open-ended questions and students' participation.

5. Significance of the Study

The importance of the present study lies on the fact that it gives teachers a clear image about the type of questions that raises students' participation. Straightforwardly, the study, if proven effective, provides teachers with a technique to increase students' participation, curiosity and creative thinking. And hence the current study uploads the

teaching quality and enhances oral production. Furthermore, the present study could be significant for future researchers to rely on as a resource.

6. Methodology

Polit et al. (2001, p. 223) state that “research methodology stands for the techniques used to arrange a study and to gather and analyze data all along the research process”. For the purpose of achieving the defined objectives in this research, the present study follows the correlative method. This method is appropriate to study the relationship between the two variables. Data were collected through the use of both quantitative and qualitative research approaches; a classroom observation and a questionnaire for students. The classroom observation was carried out during six oral expression classes of the second semester with third year LMD level. In addition, the questionnaire was devoted to 55 students from the same level; with whom the classroom observation was conducted.

7. Structure of the Study

As far as the structure of the study is concerned, the present study is made up of two chapters; the first one constitutes a review of the literature while the second chapter is devoted to the fieldwork. Preceded by an overall introduction, the literature review is divided into two sections; namely teachers’ questions and students’ participation. Eventually, the field work, deals with the practical framework of the overall study. It discusses the methodology applied in conducting the research work as it recounts reasonable grounds for following certain procedures. Then, it displays the core of the study as it provides scrupulous interpretations and analysis of the data gathered through both; the classroom observation and students’ questionnaire. Moreover, it provides the results to either confirm or reject the already stated hypotheses, and to find the appropriate answers

for the research questions. Ultimately, the chapter ends with stating some limitations of the study, some pedagogical recommendations and suggestions for further research.

Chapter One: Literature Review

Section One: Questioning in EFL Classes

Introduction

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Chapter One: Literature Review

Section One: Questioning in EFL Classes

Introduction

In the process of teaching and learning, teachers ask questions for the purpose of making students active and evaluating their progress. Thus, asking questions is one of the effective tools that teachers use in OE classes. This section is devoted to discuss the main concepts of this piece of research.

1.1. Definition of Question

The term ‘question’ has been defined in different ways. Generally, a question is a tool used in order to obtain information, data, and knowledge. In this respect, Oxford dictionary (1992) gives a clear definition of question by stating that a question is “sentence, phrase, etc that asks for information” (p. 360).

Many researchers over time attempted to find a conjoined definition of questions. Hyman (1972, p. 216) defines a question as “a word that refers to the eliciting of verbal response and makes any grammatical form declarative, interrogative or imperative”. Similarly, Kissock and Iyortusum (1982, p. 216) assume that a question refers to “a statement for which a reply is expected”. Agreeably, Seime (2002, p. 10) argues that “a question is any statement intended to evoke a verbal response”. Thus, questions are the major and fundamental essence in the process of language teaching and learning. They are considered as a short way to judge what students know and learn.

In the light of the forgoing definitions, it can be concluded that the word question generally refers to puzzle which is presented to someone in order to give answers. Above all, in relation to classroom settings, teachers’ questions could be defined as powerful tools

that teachers use in classroom in order to get students engaged with the content and encourage their participation.

1.2. Types of Questions

There has been a substantial amount of researches done on types of teachers' questions. One of these researches was conducted by Wajnryb (1992) in which he highlighted six types of questions. The first type is yes/ no questions, the second type refers to short answer/ retrieval questions, the third one is called open-ended questions, the fourth type is display questions, the fifth one is called referential questions, and the last type is known as non-referential questions (as cited in Pujiani, 2017, p. 2).

1.2.1. Classifications of Questions

Questions have been classified into several taxonomies. One of these taxonomies is known as "Bloom's Taxonomy". White (2010) claimed that "Bloom's taxonomy has been used in classroom for more than 40 years as a hierarchy of questions that progress from less to more complex" (p. 10). Indeed, this taxonomy is classified into six levels that are ranked from the lowest to the highest and each level requires the students to use a different kind of thought process in order to respond (Kifle, 2008, p. 22). The six levels are known as: knowledge, comprehension, application, analysis, synthesis, and evaluation.

- a. Knowledge questions: According to Harrington and Terry, "knowledge questions are used in order to assess students' capacities of memorizing and recalling information that they have already learnt" (2008, p. 170). That is; knowledge questions seek students to recall information that has been already learned.
- b. Comprehension questions: Haynes stated that "ESL teachers rely heavily on comprehension questions to assess what students have understood and how students interpret the information they have learnt" (2007, p. 39). Thus; this type

requires students to summarize and interpret what they have learnt using their own words.

- c. Application questions: seek student to apply the information that they have already learned for the purpose of solving a problem.
- d. Analysis questions: require students to break an idea into parts and then explain the relationship between these parts. They seek to analyze the information in order to make a conclusion (Kifle, 2008, p. 22).
- e. Synthesis questions: are higher order questions that ask students to perform original and creative thinking (Cooper et al., 2009, p. 21). This type of questions requires students to make prediction and solve problems.
- f. Evaluation questions: seek to assess the benefit or the value of an idea. Students are required to make judgments and give their opinions of an issue.

Respectively, Black (2001) summarized the researches done on types of questions claiming that there are two broad types of teachers' questions ; low level and high level (as cited in Sahin, 2007, p, 19). Thus, low level refers to close-ended questions and high level refers to open-ended questions.

1.2.2. Open-ended Questions Vs Close-ended Questions

Many researchers classify questions into two types namely; open-ended and close-ended questions basing on specific perspectives. Spada and Lightbown (1993, p. 132) distinguished between close-ended and open-ended questions as follows: the former “lead to simple one-word responses, making them quick and easy to respond to”. Meanwhile, the latter “lead to longer and more complex answers including for example, explanation and reasoning” (Spada and Lightbown, 1993, p. 132). Briefly, close-ended questions are limit questions that require short responses; one word (yes/no) or short phrases. Contrastingly,

open-ended questions do not surround the speaker with specific answers. Thus, respondents are not steered in a particular direction by predefined responses.

Agreeably, Foddy (2009, p. 127) supported this view by providing a more accurate distinction; he stated that “open-ended and close-ended questions differ in several characteristics, especially as regards the role of respondents when answering such questions”. For this respect, Foddy (2009) has suggested the following for distinguishing between open-ended questions and close-ended question: “Close-ended questions limit the respondent to the set of alternative being offered, while open-ended questions allow the respondent to express an opinion without being influenced by the researcher” (p. 127).

In short, close-ended questions require only close answers, chiefly one word or short phrase. However, open-ended questions require long answers. They have unexpected answers as they give freedom for the respondents to say what they want.

1.3. Open-ended Questions

1.3.1. Definition

Generally, open-ended questions are that type of questions that has a lot of answers as they require higher skills from the student. According to Krosnick (2009, pp. 7-8), Open-ended questions require respondents to answer in their own words. Moreover, Wilen (1987, p. 13) provides a clear definition of open-ended questions stating that they are that type of questions that provide more freedom for the speaker to say what he/she wants. Indeed, open-ended questions do not surround the speaker with specific answers. Thus, respondents are not steered in a particular direction by predefined responses.

Similarly, Birgili (2014, p. 24) argues that “Open-ended question focuses on understanding, explaining, justifying, and creating”. That is, open-ended questions are not

the form of questions that demand one correct answer. Furthermore, Sabilah and Manoy (2018, p. 2) stated that “open-ended questions are instruments that are formulated in such away in order to provide opportunities to immerge several different answers”.

From the above definitions, it can be summarized that open-ended questions are the ones that cannot be answered with a single word. They have sometimes unexpected answers as they give freedom for the respondents to say what they want.

1.3.2. The Advantages of Open-ended Questions

Open-ended questions are considered as an effective tool for making a successful discussion and achieving results. Hussain et al. (2011) stated that “it is an efficient method of evaluation; questions of this type can provide information about the students’ achievement ...and give better guidance to improve teaching” (p. 457). In this regard, there are many advantages of using open-ended questions in EFL classrooms.

Firstly, open-ended questions are the key of exploring students’ information. Hussain et al. (2011) stated that “the main benefit of open-ended questions is to encourage deeper learning”. (p. 457). Additionally, they make an effective discussion between the teacher and his/her students. Hence, a positive relationship will grow up in classroom. Furthermore, open-ended questions encourage hesitant students to express their opinions and think aloud. Accordingly; students take a more active role in the classroom. Bradburn et al. (2004) argued that “it allows them to express themselves in language that is comfortable for them and congenial to their views” (p. 154). Another benefit from using open-ended questions lies in controlling the dialogue and guiding it to a specific direction. In addition, open-ended questions lead students to make conclusions. Thus, instead of directly giving a negative feedback on students’ answers, teachers use open-ended questions as a guide to make students discover the correct answer by themselves.

1.3.3. The Disadvantages of Open-ended Questions

Despite the fact that open-ended questions have many advantages, there are also some disadvantages of them. For instance, Holland and Christian (2008) hold that open-ended questions need more time to be answered (p. 205). That is; it is time consuming. Also, using open-ended questions is a demanding mission that requires some teachers' qualifications and skills to direct the conversation and to fulfill its objectives. Additionally, this type of questions requires developed cognitive thinking abilities such as higher order thinking. For this reason, it seems less appropriate for students who are less intelligent. Another disadvantage of open-ended questions is that the students may misunderstand the questions or shift from the core of the conversation to unrelated ideas or topics.

1.4. Questioning in EFL Classes

1.4.1. Purposes of Teachers' Questions

During the process of teaching and learning, teachers tend to use different methods and techniques in order to promote the teaching and learning process and to make it more effective as well. One of the best tools that teachers use in EFL classroom is questions. Teachers' questions are considered as an essential component of good teaching. They play a major role in making classroom activities.

Describing the purpose of teachers' questions is the most fruitful in the teaching and learning process. Indeed, many researchers have been interested in the purposes of teachers' questions. On the top of this, the work of Doff (1988, p. 22), Brown (1982, p. 112), Hyman (1970, p. 217), and Kyraicou (1967, p. 37) shared many points in revealing the purposes of classroom questions. The foregoing scholars suggested the following purposes (as cited in Kifle, 2008, p. 16):

- To provoke students and arouse their interests.
- To challenge students and motivate them.
- To develop the process of students' thinking.
- To teach the whole class through students' answers.

Additionally, Cotton (as cited in Killen, 2010, p. 251) made a list of reasons behind asking questions. These reasons are as follows:

- To encourage students to think and to be involved in the learning process
- To assess students' preparation.
- To stimulate critical thinking.
- To review and revise previous lessons.
- To promote reasoning and problem solving.
- To check and evaluate learners' understanding.
- To encourage learners to pursue knowledge on their own.

To sum up, the purposes of teachers' questions in EFL classroom "are strongly related to the subject, context, and the strategy used ...etc" (Kyriacou, 2001, pp. 21-22). Hence, the purposes of questions are mainly dependent on why teachers ask questions in the class.

1.4.2. The Importance of Teachers' Questions

Given that asking questions is a fundamental component of many teaching methods, it is widely acknowledged that one of the most powerful tools a teacher uses in the learning and teaching process is questions. The latter usually represent a large portion of the teaching time, and no one can deny the significant role that questions play in preparing and starting the learning phase. Furthermore, questions help in sponsoring the educational activity, raising its effectiveness, providing students with direct stimuli for their learning as well as enhancing their participation in classroom. Underscoring the importance of teachers' questions, researchers Richards and Lockhart (1994, p. 185) have suggested the following:

- They stimulate and maintain students' interests.
- They encourage students to think and focus on the content of the lesson.

- They enable teachers to elicit particular structures or vocabulary items.
- They encourage students' participation in a lesson.

In brief, Wilen (1987, p. 13) stated that “of the many techniques of teaching, questioning is by far the most commonly used at all grade levels”. Thus, questions are considered as a pivotal factor in the process of teaching and learning. They promote the learning process, develop students' creativity and make them active in the classroom.

1.4.3. Strategies of Dealing with Students' Answers

Given that open-ended questions necessitate high level thinking from students to answer, teachers' ways of dealing with students' answers also matter. Many researchers have suggested many strategies of dealing with students' answers. Some of these strategies are as follows:

The first strategy refers to the analysis and treatment of wrong answers. Thus; teachers should look for the reasons behind students' wrong answers. Indeed, teachers should provide solutions for students' problems and give them aid such as reformulating the question, changing the type of the question, helping students express their ideas and opinions, and help them reformulate their answers (Aggarwal et al., 2008, pp. 861-876).

The second strategy refers to the use of prompting questions. Kipper and Ruutmann (2010, p. 2) stated that “a prompting question is usually a rewording of the original question with clues or hints included”. In fact, prompting questions are needed when a student does not answer the question correctly. In this case, the teacher aids the student by hints and clues to let the student correct the initial response. Furthermore, the teacher may ask one or more prompting questions to clarify and provide guidance for students to correct or complete their answers.

The third strategy is known as “wait time”. The term refers to the amount of time between teachers’ questions and students’ answers. Thus, teachers should be alerted to the fact that wait time is important to increase students’ participation. However, the time given by teacher for students to think is not just silence, but rather teacher in this time may repeat or reformulate the question to help students think correctly and construct relevant answers. Swift and Gooding (1983, pp. 721-730) found that when teacher increases wait time, students’ responses become longer and the amount of participation increases. Ultimately, since there are different levels of students; wait time gives the opportunity for every student to participate.

Conclusion

In short, the first section deals with teachers’ questions in EFL classes. It starts with stating some definition to question, its different types, and the purposes of asking questions. The section also highlights the importance of questions as well as the definition of open-ended questions. Besides, it brings light on its advantages and disadvantages. Furthermore, it sheds light on the distinction between open-ended and close-ended questions. Finally, it mentions some teachers’ ways of dealing with students’ answers in order to provide them with the necessary help.

Section Two: Students' Participation

Introduction

2.1. An Overview of Participation

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2.1.2. Types of Participation

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2.1.2.2. Non-verbal Participation

2.1.3. Modes of Participation

2.1.3.1 Whole Class Discussion

2.1.3.2. Cold Calling

2.1.3.3. Small Group Discussion

2.1.3.4. Online Discussion

2.2. Students' Participation in EFL Classes

2.2.1. The Causes of Non-participation

2.2.1.1. Linguistic Barriers

2.2.1.2. Psychological Barriers

2.2.2. Strategies to Promote Students' Participation in Classroom

2.2.3. The Importance of Participation

Section Two: Students' Participation

Introduction

Students' participation within OE classes is an important component for building a successful discussion and an active classroom. Indeed, it has a significant role in developing students' speaking skills, critical and creative thinking. The following section will discuss some related concepts to students' participation as an attempt to give a clear image about the second variable of this research.

2.1. An Overview of Participation

2.1.1. Definition of Participation

There is unfortunately no rigid and direct definition of classroom participation. Indeed, many scholars and researchers looked at participation from different angles depending on the focus of the study. Nonetheless, Oxford Learners' Pocket Dictionary (2000, p. 206) defines participation as "the action of taking part in something". Nevertheless, in relation to language teaching and learning, participation usually means students' speaking in the classroom such as answering teachers' or other students' questions. (Lui, 2005) (as cited in Hamouda, 2012, p. 18). Meanwhile, Saboonchi and Mahmoudi (2017, p. 411) consider participation as "an active learning where students are publicly engaged in the course material". Agreeably, Dllimore et al. (2010) believe that "participation should demonstrate other skills such as interacting and cooperating with peers and the tutor" (as cited in Saboonchi and Mahmoudi, 2017, p. 411).

All in all, classroom participation refers to students' involvement in the classroom and mainly it is limited to oral participation in the class. It occurs every day in the classroom

activities between teachers and learners in which EFL students respond to teachers' questions, give opinions and make comments or suggestions.

2.1.2. Types of Participation

In EFL classes, most teachers agree that participation is the most significant part of the learning process. Indeed, participation is a good way that allows students to interact with their teacher by answering his/her questions as well as asking new questions. According to Lee (2006) "participation refers to students' speaking in class which consists of supplying answers, asking questions, making comments and joining in discussions" (p. 701). Thus, all students may communicate with each other through the use of both forms verbal and non-verbal participation.

2.1.2.1. Verbal Participation

Verbal participation can be defined as the process of expressing ideas and thoughts by using words. Broadly; it refers to using language skills to participate in the classroom by giving responses, giving opinions, or making comments. Robinson and Robinson (1982) state that "if speakers are to be consistently efficient at conveying verbally their intended meanings to listeners, they must understand that intended meaning may not be fully conveyed by a message" (p. 50). Thus, students' participation could also take a non-verbal form with or without the verbal one.

2.1.2.2. Non-verbal Participation

In contrast to verbal participation, non-verbal participation or body language refers to the behaviours that students make so as to respond in class without involving words. Ivy and Wahl (2019, p. 5) defined non-verbal participation as "communication other than

written or spoken language that creates meaning for someone”. This type includes rising hands, making gestures, eye contact and facial expressions.

In brief, Garcia (as cited in Wahyuni, 2008, p. 80) stated that “verbal and non-verbal communication is a unity that cannot be separated to convey a message”. Thus, the two types are not distinctive from each other, but rather they complete each other.

2.1.3. Modes of Participation

In order to make students’ participation more effective, teachers have indicated many modes to enhance the learning process. These modes are namely; whole class discussion, cold calling, small group discussion, and online discussion (Bean and Pterson, 1998, pp. 33-40).

2.1.3.1. Whole Class Discussion

Concerning this type, the teacher asks questions for the purpose that all students can participate. Students should be engaged with each other rather than merely addressing their responses. In doing so, teachers make different shapes in class (horseshoe or circle...ect). However, it has some restrictions in terms of space and time consuming .For this reason, it is rarely applicable.

2.1.3.2. Cold Calling

Another mode of classroom participation is cold calling. By cold calling, teacher asks questions, and then he/she selects randomly who can answer his questions by calling students’ name or choosing a number from the class list.

2.1.3.3. Small Group Discussion

Regarding this type, small group of students has organized to deal with teachers' questions. After that, students give their answers and present them to their teachers. Their answers and solutions of the problem would be discussed in a plenary session.

2.1.3.4. Online Discussion

Online discussion could be used as an alternative to face to face class discussion .It takes place via the net using some applications like Zoom, Telegram...ect. Online discussions are well structured and hence they provide a comfortable learning environment for students.

2.2. Students' Participation in EFL Classes

2.2.1. The Causes of Non-participation

Despite the fact that teachers make efforts in order to enhance their students' participation, there are still some students who hesitate to speak up and can hardly engage in the speaking classroom activities. This happens mainly due to many barriers; namely linguistic and psychological barriers.

2.2.1.1. Linguistic Barriers

One of the linguistics barriers that hinder students' participation in the classroom is the lack of vocabulary. Indeed, some students are not able to express their opinions and ideas unless they have a rich linguistic package. In this vein, Thornberry (2005) states that "speaking a language also has a relatively high proportion of words and expressions" (p. 22). In other words, students remain silent and do not participate whenever they don't find vocabulary equivalent for their thoughts .In addition to lack of vocabulary, grammar rules

set as an obstacle that frustrates students' participation in classroom. Indeed, grammar is the basis of any language, and if students have problems with grammar rules, they would not be able to produce correct sentences and hence there would be no participation, no engagement, and no interaction as well. Moreover, studying a foreign language means that students need to be able to speak fluently and correctly as well. Some students may face problems with this matter of pronunciation. In fact, mispronunciation decreases students' willingness to speak and share their ideas. Ozgan, Bada, and Genc (2011, p. 122) state that "speaking is often dealt with at pronunciation level". Underscoring this view, students have to be familiar with rules, stress and intonations of English pronunciation in order to participate in classroom activities. Finally, difficulties in listening are also considered as linguistic barriers that hinder students' participation in the classroom. Thus, during classroom activities, some students face difficulties in understanding what to say especially when teacher speaks rapidly. In this case, students need time to understand what the teacher has said. For this reason they do not participate.

2.2.1.2. Psychological Barriers

Besides the linguistic barriers, different researchers argued that psychological factors have also negative influence on EFL learners' participation. They set as a hindrance that impedes them from participating in classroom. Some of these psychological problems refer to shyness, anxiety, and lack of confidence. Starting with shyness, which is one of the problems that deprive students from engaging in activities and even from expressing their ideas and opinions. Juhana (2012) states that "shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class" (p. 101). That is, shyness affects negatively students' achievements. Besides, anxiety is a natural feeling that everyone can feel before starting any activity in any domain; however, it reflects negatively if it exceeds its limits. In OE classes, anxious students do not

participate mainly because they feel uncomfortable and doubtful about their ideas, language, and even their personalities. Another factor that frustrates learners' participation is the lack of self confidence. This last leads students to hesitate participation in classroom activities and discussions. In fact, being afraid of others opinions and having negative feedback from teachers make students scared of participating, and engaging in different types of activities.

In addition to the aforementioned factors that limited students' participation in classroom, aspects like fear of making mistakes, lack of motivation and lack of interest also can attribute to hindering EFL learners from participating inside the classroom.

2.2.2. Strategies to Promote Students Participation in Classroom

For a classroom participation to be effective, teachers need to align strategies and techniques to encourage students to be active and productive participants. In this context, some techniques and strategies are outlined for the purpose of enhancing students' participation.

To begin with, students need a pleasant and friendly atmosphere that suits them to collaborate, participate and interact with each other. Subsequently, teachers have to provide a positive classroom environment. The latter increases students' desire to learn and allows them to share their ideas without feel of ridicule. Moreover, teachers have to take the role of controller, instructor and organizer of classroom activities. Thus, active classroom participation requires an active teacher who motivates students to participate. Furthermore, teachers have to give students the opportunity to negotiate their issues in order to stimulate their motivation to participate. In this respect, Al-Zahrani and Al-Bergi (2017) state that "negotiation of meaning is a central aspect of classroom interaction" (p. 138). Hence, teachers are advised to negotiate students' issues whenever they face

difficulties. Ultimately, teachers should vary the types of questions in order to reach students' interests as well provide students with feedback.

To sum up, owing to the fact that students' participation is considered as a significant part of the teaching and learning process; it is essential to give more emphasis on effective teaching practices that may improve participation in classroom. Hence, the aforementioned strategies could have a great impact in promoting students' participation in OE classes.

2.2.3. The Importance of Participation

Participation has a significant role in creating a conducive classroom environment. Thus, classroom participation improves learner's communicative competence and social skills. It is also considered as a feedback for teachers about their learners' comprehension of the educational materials. Indeed, the importance of participation could be summarized through the following:

- It allows practicing the language and hence students will develop their language skills.
- It helps learners acquire new vocabulary and grammatical rules. In this turn, Lui (2005) states that "participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to participate them in context" (as cited in Hamouda, 2012, p. 18).
- It motivates students and makes them active and productive in the class.
- It promotes cooperative learning through class discussions, debates, and group work.

- It develops communication and presentation skills through interaction with peers and teachers.
- It fosters analytical and critical thinking, Zoltan and Long (as cited in Namini and Simanjalam, 2008, p. 18) stated that “participating in classroom activities provides a critical opportunity for learning new skills”.

Conclusion

The second section of this chapter explains mainly students’ participation in classroom. It indicates several definitions of participation and outlines its different types together with the importance of students’ participation in the classroom. Furthermore, it explains the strategies used by teachers in order to promote participation. Additionally, it highlights the main difficulties and barriers that denote students’ participation. Finally, the section ends with stating the modes of participation that may occur in the classroom.

Chapter Two: Fieldwork

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1.5.1. General Findings of Students' Questionnaire

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Chapter Two: Fieldwork

Section One: Research Methodology

Introduction

This chapter represents the practical framework of the present study which aims at exploring the relationship between teachers' open-ended questions and students' participation. In what follows, one can come up with what might confirm or reject the already stated hypotheses. This chapter aims at providing the readers with the main instruments and procedure that have been used to collect data in this study. The successive sections mainly present the discussion and interpretation of the results obtained from the analyzed data. At the end, this chapter mentions briefly the limitations encountered while conducting the research, states some pedagogical recommendations, as far as makes some suggestions for further research.

1.1. Data Collection Procedures

As an attempt to have appropriate answers for the research questions, a mixed approach to collect and analyze data was sought. Thus, the present work was conducted with the use of both a classroom observation and a questionnaire for students. Classroom observation was carried out during weeks for the aim of observing students' participation and teachers' questions and techniques. Moreover, the questionnaire was devoted to third year EFL learners at the University of Mohammed Seddik Ben Yahya, Jijel. Students' questionnaire was designed as a support to classroom observation; in order to obtain unobservable data like students' difficulties.

1.2. Population and Sampling

Due to the fact that it is impossible to study the whole population, a sample from EFL learners was chosen. Indeed, fifty five (55) third year students were chosen among a

population of 226 students of the English department at Mohammed Seddik Ben Yahya University, Jijel. The rationale behind choosing this population was based on that students of this level are expected to have experiences in OE classes so they can engage and participate in the classroom. In addition, students at this level are expected to have a rich linguistic package to express their thoughts and ideas in order to answer teachers' open-ended questions. The researchers are not assuming that insufficient vocabulary is the main reason that hinders students' participation. An important point is that the sample chosen; 55 students are the ones with whom the researchers made the classroom observation.

1.3. Description of the Research Tools

1.3.1. Description of the Classroom Observation

Classroom observation is used in this study as a convenient tool to attain the research aims which have the attempt to explore the relationship between teachers' open-ended questions and students' participation as well as to observe the real participation of students. In this study, classroom observation took place during the second semester of the academic year 2020-2021 in OE classes within third year license students at the Department of English language. The researchers have attended six sessions with three teachers; two sessions with each teacher for the duration of one hour for each session. The observation was presented in the form of a checklist. The latter contains two sections; the first section was devoted to count the frequency of open and close-ended questions the teacher asks in each session as well as how many students participate for each question.

The second section was designed to make comments about whether students find difficulties in answering teachers' open-ended questions. As well as the techniques used by the teacher in order to help students in constructing relevant answers for open-ended questions.

1.3.2. Description of the Questionnaire

The current questionnaire is composed of fourteen (14) questions which were designed based on the literature review. The questions could be either close-ended or open-ended. As far as the closed-ended questions were concerned, the participants were asked to opt for yes/no, or the answer that best suited their opinions in form of choices or a scale. Meanwhile, open-ended questions request the participants to justify their answers or add something. Regarding the structure of the questionnaire used in the research, it consists of two sections. The first section contains six questions; three open and three close questions. Meanwhile, the second section consists of eight questions; four open and four close questions.

Section two: Data Analysis and Results

1.4. Analysis of Classroom Observation

Teacher 1

Table 1

Number of Questions, Students' Responses in S1, 2 in T1's OE Class

Sessions	Open- ended questions	%	Students' responses	%	Close- ended questions	%	Students' responses	%
Session 1	8	62	26	68	5	38	12	32
Session 2	5	63	24	83	3	37	5	17
Total	13	/	50	/	8	/	17	/

From the table above, the teacher asked 8 open-ended questions, the total number of students' responses was 26 (68%), while the number of close-ended questions was 5 and the total number of students' responses was one-third (32%) of the whole responses. In session 2, the teacher used 5 open-ended questions; consequently, the total number of students' responses was 24(83%). In contrast, the number of close-ended questions asked by the teacher was only 3 questions. Meanwhile, the total number of students' responses supplied to close-ended questions was only one-sixth (17%). From the results obtained, it is asserted that the amount of teachers' open-ended questions is greater than that of close-ended questions. Additionally, students' participation with open-ended question was higher than that of close-ended ones.

Teacher 2

Table 2

Number of Questions, Students' Responses in S1, 2 in T2's OE Class

Sessions	Open- ended questions	%	Students' responses	%	Close- ended questions	%	Students' responses	%
Session 1	12	63	23	72	7	37	9	28
Session 2	3	50	12	75	3	50	4	25
Total	15	/	35	/	10	/	13	/

Concerning the first session the researchers have attended with teacher2, she asked 12 open-ended questions, and the percentage of the students' responses were given to these questions was more than one-half. In addition, the teacher used 7 close-ended questions; one-quarter was the percentage of the total number of students' responses. In session 2, the teacher used only 3 open-ended questions. However, the percentage of the total number of students' responses was 75%. Unlike the first session, learners participated less with teacher's close-ended questions (one-quarter) despite that the teacher asked the same amount of open-ended questions. The results confirmed that teachers' open-ended questions are the best type of questions used to build up learners' participation.

Teacher 3

Table 3

Number of Questions, Students' Responses in S1, 2 in T3's OE Class

Sessions	Open- ended questions	%	Students' responses	%	Close- ended questions	%	Students' responses	%
Session 1	8	57	26	65	6	43	14	35
Session 2	5	62	32	82	3	38	7	18
Total	13	/	58	/	9	/	21	/

As the table above shows, teacher 3, in session 1 used 8 open-ended questions. Thus, the total number of students' responses was more than one-half. Likewise, 6 close-

ended questions were asked by the teacher, the percentage given to the students' responses was one-third. In session 2, the number of open-ended questions and close-ended questions is nearly equal; 5 open-ended questions and 3 close-ended questions. Although the number of open-ended questions and close-ended questions is close, the total number of students' responses with open-ended questions 32 (82%) was greater than that of close-ended questions 7 (one-sixth). This implies that teacher's open-ended questions make students participate more.

1.4.1. General Findings of Classroom Observation

The results obtained from the classroom observation helped in exploring the relationship between teachers' open-ended questions and students' participation. Indeed, the results of the study show that when open-ended question are produced, students participate more than when close-ended question are asked; possibly because close-ended questions do not require much talk. For this reason; students do not feel motivated to participate. Contrastingly, when students are asked open-ended questions almost all of them participate and explain what they think. Indeed, most of the students justify their believes and opinions and even give multiple answers. Additionally, some of the students construct their answers by the help of their teacher or their peers. A noticeable point is that some students face difficulties in answering teachers' open-ended question; either they do not have a rich linguistic package to express their ideas or they do not understand the question. Thus, teachers provide the necessary help for students by reformulating the question, helping students to construct an answer, or by asking prompting questions. Teachers use these techniques in order to clarify and provide guidance for students to correct or complete their answers. Surprisingly, some students give short answers for open-ended questions and it is mainly due to the fact that the teacher (3) does not provide them with wait time. This point could be confirmed through the other groups where the teachers

(1&2) gave students enough time to think about the question and consequently, students gave long and relevant answers for teachers' open-ended questions. This fact gives more strength to the idea mentioned in the literature review where Swift and Gooding found that when teacher increases wait time, students' responses become longer and the amount of participation increases.

In short, it can be deduced that students' participation depends on the type of question asked by the teacher. Indeed, there is a positive relationship between teachers' open-ended questions and students' participation.

1.5. Analysis of Students' Questionnaire

Section One: Teachers' Open-ended Questions

Q1: Do you like to be asked questions in oral expression class?

Table 1

Students' Preferences Towards Being Asked in OE Class

Options	N	%
Yes	51	93
No	4	7
Total	55	100

The findings presented in the above table show that 93% of the students have a strong desire to be asked questions in OE classes, whereas only one-twelfth students (7%) dislike teachers' questions in OE classes. From the obtained results, it can be noticed that the majority of students like teachers' questions in OE classes.

Q2: Do you think you receive enough questions from your teacher?

Table 2

Students' Opinions about their Teachers' Question

Options	N	%
Yes	20	36
No	35	64
Total	55	100

The above table indicates that more than one-half of the students said that they did not receive enough questions from their teachers, while just one-third students showed their satisfaction about the number of questions being asked by their teachers. The results approve that the majority of students were not pleased by the number of questions asked by the teacher in OE class.

Q3: Which type of questions do you prefer your teacher asks you more?

Table 3

Students' Favourite Type of Questions

Options	N	%
Open-ended	46	84
Close-ended	9	16
Total	55	100

The table above reveals that 84% of the participants preferred to be asked open-ended questions by their teachers in OE class. Meanwhile, only one-sixth students chose close-ended questions as their favourite type. It can be concluded that the majority of students prefer open-ended questions than close-ended questions because open-ended questions give them the opportunity to increase their amount of talk. Students who preferred teachers' open-ended questions provided the following justifications:

- This kind of questions helps them to think out of the box.
- Because such type of questions allows them to prove and develop their different opinions.
- Open-ended questions provide more freedom and help them to express their minds to other related topics.
- Open-ended questions are a chance to expand knowledge and express their ideas and thoughts.
- Open-ended questions help them to use their creativity and develop their critical thinking.

N.B: Students who opted close-ended questions did not justify their answers.

Q4: Do you think that teacher's open-ended questions are important in OE class?

Table 4

Students' Opinions about the Importance of Open-ended Questions

Options	N	%
Yes	51	93
No	4	7
Total	55	100

The findings presented in the above table illustrate that a high percentage of the participants 93% replied positively to this question proving that open-ended questions are important in OE class. While only one-twelfth of them thought that open-ended questions are not that important. These results imply that almost the whole participants considered that teachers' open-ended questions are important in OE class. Those who replied with "Yes" justified their answers by:

- Open-ended questions make the session more enjoyable because of the different ideas and taught.
- Open-ended questions make learners grasp more information and make things easy for teachers when they are teaching.
- Open-ended questions are a way to know how students think and they give chances to them in order to exchange ideas with each other.
- Open-ended questions open new doors on students' creativity.
- Through those questions, the students will participate, and they will improve their speaking skills.

N.B: Those who replied with "No" did not justify their answers.

Q5: Does your teacher help you to answer open-ended questions?

Table 5

Students' Opinions about Teachers' Aid

Options	N	%
Yes	44	80
No	11	20
Total	55	100

As it can be seen from the table, the majority of the students (80%) stated that their teachers helped them in constructing relevant answers for open-ended questions. Whereas, one-fifth of the students claimed that their teachers did not help them in answering open-ended questions. From the results obtained, it is concluded that most of the students find difficulties in giving answers to open-ended questions and their teachers provide them with the necessary help in order to give relevant answers.

Q6: When the answer for the open-ended question is not straightforward, how often does your teacher help you to answer the question using the following techniques?

Table 6

Teachers' Techniques for Helping Students to Construct Answers

- a. He/ She reformulates the question
- b. He/ She asks a yes/ no questions
- c. He/ She gives you enough time to think about the question
- d. He/ She helps you to find the right words to express the idea

Techniques	Always	Often	Sometimes	Rarely	Never
& Frequency					

a	09	17	18	6	05
b	09	32	13	00	01
c	18	19	12	04	02
d	14	20	17	03	01

As it is shown in table 6, one-third of the participants claimed that their teachers reformulate the questions for them due to the fact that students face difficulties in answering teachers' questions. More than one- half of students stated that their teachers ask yes/ no questions when they do not understand the questions. Besides, one-third of them said that their teachers provide them with wait time. Additionally, one-third of students claimed that their teachers often help them to find the right words to express their ideas. From the obtained results, it is assembled that teachers provide the necessary help for students whenever they face difficulties.

Section Two: Students' Participation

Q7: If your teacher asks an open-ended question, are you willing to participate?

Table 7

Students' Willingness to Answer Open-ended Questions

Options	N	%
Yes	52	95
No	3	5
Total	55	100

The question was handed to students to see whether they are willing to participate with teachers' open-ended questions or not. The results imply that one-whole of the students expressed their willingness to participate. While, only one-third of students were not willing to participate. These results indicate that there is a positive relationship between teachers' open-ended questions and students' participation.

Q8: How often do you participate when an open-ended question is asked by your teacher?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 8

Students' Frequency of Participation with Open-ended Questions

Options	N	%
A	9	16
B	27	49
C	17	31
D	2	4
E	0	00
Total	55	100

As it is displayed in the above table, the highest percentage of students (one-half) stated that they often answer their teachers' open-ended questions; one-third of them

claimed that they sometimes do. While, only one-sixth reported that they always participate. The lowest percentage (one-twelfth) stated that they rarely participate. While none of them reported with “never”. The results denote that students are active when teachers ask open-ended questions.

Q9: How often do you participate when a close-ended question is asked by your teacher?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 9

Students’ Frequency of Participation with Close-ended Questions

Options	N	%
A	6	11
B	10	18
C	13	24
D	14	25
E	12	22
Total	55	100

From the previous table, one-quarter of participants stated that they rarely participate with close-ended questions. Similarly, one-quarter of students said that they sometimes participate. Besides, one-fifth of students chose the option “never”, one-sixth

opted for “often”, and only one-ninth chose the option “always”. The results imply that students are passive when teachers ask close-ended questions.

Q10: Do you think that your participation is dependent on the type of question being asked by the teacher?

Table 10

Students’ Opinions about the Relationship between the Type of Questions and their Participation

Options	N	%
Yes	47	85
No	8	15
Total	55	100

According to the findings in the above table, almost all students claimed that their participation is partially dependent on teachers’ types of questions. While, only one-seventh denied the relationship between teachers’ questions and students’ participation. This implies that teachers’ types of questions affect students’ participation.

Q11: When the teacher uses open-ended questions, I participate more than when he/ She uses other types of questions?

Table11

Students' Opinions towards their Participation with Open-ended Questions

Options	N	%
Strongly agree	12	22
Agree	22	40
Neutral	20	36
Disagree	1	2
Strongly disagree	00	00
Total	55	100

The findings presented in the above table show that almost one-half of students chose the option “agree”, one-third of the participants chose the option “neutral” and one-eighth opted by strongly agree. Whereas only 2% of students chose the option disagree and none of them opted by strongly disagree. These results imply that the use of open-ended questions increases students’ participation.

Q12: Do you face difficulties in answering teachers’ Open-ended questions?

Table 12

Students' Difficulties with Open-ended Questions

Options	N	%
Yes	25	45
No	30	55
Total	55	100

In the question asked earlier, more than one-half reported that they did not face any difficulty when answering open-ended questions. Meanwhile, 45% did. The percentages were almost the same; however, it is clearly stated that the majority of students find that open-ended questions are easy to be answered.

Q13: When you do not participate, is it because

- a. Insufficient vocabulary
- b. Grammar mistakes
- c. Pronunciation problems
- d. Shyness
- e. Your relationship with the teacher
- f. Others

Table13

Students' Justifications about their Difficulties

Options	N	%
A	18	33
B	6	11
C	4	7
D	15	27
E	2	4
F	10	18
Total	55	100

The above table shows the difficulties that students face when answering open-ended questions. One-third of the students chose the option “insufficient vocabulary”, one-quarter opted “shyness”. One-ninth chose “grammar mistakes”, one-twelfth reported with “pronunciation problems”. While, only 04% chose “relationship with their teachers”. On the other hand, one-sixth chose “others”. From the obtained results, it can be noticed that insufficient vocabulary and shyness are the main factors that hinder students’ participation with open-ended questions. Respondents noted additional difficulties as follows:

- The topic does not interest them.
- Their relationship with their classmates
- They do not want to talk all the session because of their moods.
- They afraid of teachers’ negative feedback.

Q14: When your teacher asks an Open-ended question, do you answer as:

- a. Small groups
- b. Whole class discussion
- c. Individually

Table 14

Students’ Ways of Answering Teachers’ Open-ended Question

Options	N	%
A	11	20
B	22	40
C	22	40
Total	55	1

The answers generated from this question show that 40% of the participants answered open-ended questions individually, 40% stated that they made whole class discussions to deal with open-ended questions. While only one-fifth of them opted “small groups”. From the obtained findings, it can be noticed that there is equivalence between the participants who opted “whole class discussion” and the participants who opted “individually” except for those who choose “small groups”. From these results, it is remarkable that students answered individually or through whole class discussions when their teacher asked an open-ended question.

1.5.1. General Findings from Students’ Questionnaire

Based on the data gathered from the questionnaire that has been presented and analyzed in the previous section, some facts were revealed concerning the relationship between teachers’ open-ended questions and students’ participation. The first section of students’ questionnaire entitled “teachers’ open-ended questions” clearly showed that the majority of students like teachers’ questions in OE classes because questions develop their skills especially their creative thinking (as **Q1** has shown). Additionally, the results revealed that the majority of students prefer to be asked open-ended questions by their teachers. With the fact that the percentage of open-ended questions was greater than that of close-ended questions, this may be due to the fact that open-ended questions give freedom for the respondents to express their thoughts with the way they want (as it is demonstrated in **Q3**). Concerning the students’ opinions about the importance of open-ended questions, most of the students stated that teachers’ open-ended questions are important in OE classes because they help them to be creative and develop their critical thinking (as **Q4** has shown). An interesting finding was that the majority of students claimed that their teachers help them whenever they find difficulties in giving answers to open-ended questions. (as it is demonstrated in **Q5**). In addition, as a response to **Q6**, the students reported that their

teachers use some techniques in order to help them when the question is unclear. The majority of students claimed that these techniques are useful in OE classes.

As for the “students’ participation”, the results clearly showed that the vast majority of students are willing to participate when teachers ask open-ended questions, this leads to the fact that there is a positive relationship between teachers’ open-ended questions and students’ participation (**Q7**). Furthermore, the majority of students is active when teachers ask open-ended questions while they are passive when the teachers ask close-ended questions (**Q8** and **Q9**). Concerning the students’ opinions about the type of questions that affects their participation, the results showed that the overwhelming majority of students stated that their participation is partially dependent on teachers’ type of questions (as **Q10** has shown). Agreeably, the results go in line with the previous research conducted by Khadraoui, in which the results revealed that classroom interaction increased when referential questions are asked. Another interesting finding was that the use of open-ended questions in OE classes increases students’ participation (**Q11**). Therefore, students asserted that they face some difficulties when answering teachers’ open-ended questions; the main factors that hinder their participation were insufficient vocabulary and shyness (**Q12** and **Q13**). As mentioned in the previous section, teachers provide their students with techniques to answer the questions, these techniques are reformulating the questions, asking a yes/ no questions, and the most important one is providing them with wait time.

In sum, based on the data collected from analyzing students’ questionnaire, it can be concluded that there is a positive relationship between teachers’ open-ended questions and students’ participation. Open-ended questions enable students to express their own ideas and words without being afraid of making mistakes, thus, they have a positive effect on their participation. Since the students showed their positive reaction towards teachers’

open-ended questions, they can be used as an effective way to increase learners' participation.

1.6. Overall Discussion of the Main Results

The analysis of classroom observation and students' questionnaire, in relation to the literature review, provided clear answers to the previously stated research questions(Q1: What is the type of questions that teachers use most in OE classes?. Q2: Is there an existing positive relationship between teachers' open-ended questions and students' participation? Q3: Do students face difficulties in answering teachers' open-ended questions?). The results have shown that open-ended questions are the most commonly used by teachers in OE classes. Indeed, the results revealed that open-ended questions are not only the most used by teachers but also the most preferred type for students. Similarly, the obtained data have confirmed that there is a positive relationship between teachers' open-ended questions and students' participation. Thus, the results are maintained through the classroom observation in which the high amount of participation was strongly devoted to open-ended questions rather than close ones. The results go hand in hand with the research that was conducted by Al-Zahrani and Al-Bargi, in which they confirmed that there is a correlation between questions and creation of interaction. Moreover, students in the questionnaire have stated that they prefer open-ended questions. Hence, these results go in line with the previous researches mentioned in the literature review (Norman et al. 2004, p. 154) that have shown that open-ended questions allow students to express themselves in a language that is convenient for them.

From students' answers and from what had been observed in the classroom; the researchers may state that some students face difficulties in answering teachers' open-ended questions, meanwhile other students find this type of questions as an opportunity to

think out of the box and express their thoughts and ideas freely. In fact, those students who find the answer for open-ended questions is not straightforward try to construct an answer by the aid of the teacher or even their peers. The teacher in turn provide the students with the necessary help by; providing wait time, helping students to find vocabulary equivalent for their ideas, reformulating the question or asking prompting questions.

In nutshell, the obtained data collected from both the observation and students' questionnaire maintain the first hypothesis of the research which states that students' participation is dependent on the type of questions asked by the teacher. Similarly, the results confirm the second hypothesis which states that there is a positive relationship between teachers' open-ended questions and students' participation.

2. Limitations of the Study

It is important to acknowledge some limitations of the current study as this may this may guide future research in this area:

- Lack of available resources in the literature was the major problem that faced the researchers while doing this research.
- The time allocated for the conduct of the study in each session did not exceed one hour; thus the researchers were unable to gather all the aspects needed.
- Some students in the study were not cooperative and they did not answer the questionnaire.
- The sample of the study is small; due to the current situation (Covid19). Thus;a bigger sample would make the results more valid.

3. Pedagogical Recommendations

Based on what had been observed in the classroom and students' answers of the questionnaire, it is noteworthy to suggest some recommendations.

- Students are advised to participate more in the classroom in order to develop their skills and reduce their speaking problems.
- Teachers are advised to ask more open-ended questions in order to boost students' participation.
- Teachers are advised to pave the way for students to think and construct relevant answers by providing them with wait time.
- Teachers need to provide the needed help for students whenever they face difficulties in constructing an answer.

4. Suggestions for Further Research

After finishing the research, some suggestions can be put forward to conduct further research about the matter:

- It is suggested for researchers to investigate the relationship between teachers' open-ended questions and students' participation using the experimental method.
- Another research might be conducted to explore the questioning strategies used in EFL classes.
- Further investigation is needed to explore the strategies used by teachers in order to deal with students' answers.
- It would be insightful to explore the difficulties that reduce students' participation in OE classes.

General Conclusion

Teachers' questions in the classroom serve in enhancing and promoting the quality of teaching and learning since they make learners no longer isolated; but more interactive and collaborative. Thus, they join all classroom participants working all together to achieve the aim of finding a relevant answer for the question. For this reason, the main focus of this study was to explore the relationship between teachers' open-ended questions and students' participation. The overall research work consisted of two major parts. One was concerned with the theoretical part and the other devoted to the practical part.

As far as the theoretical part is concerned, it was divided into two sections; the first section took a closer look at questions. It started by definition of questions along with distinguishing their different types. Moreover, it highlighted the purposes of questions together with their importance. Besides, it sheds light on open-ended questions, advantages and disadvantages. The section ended with stating some strategies of teachers when dealing with students' answers. Correspondingly, the second section dealt with participation; its definition, types and importance. By the same token, the section tackled some strategies to promote participation. Additionally, it highlighted the fundamental causes of non-participation and finally it mentioned the modes of participation.

Coming to the second chapter which represented the practical part of the study, it outlined the methods and procedures followed in order to gather the data. Indeed, the procedures adopted to explore the problem under the study were a classroom observation and a questionnaire handed for students. Besides, the chapter provided a detailed analysis of the data collected. Lastly, it casted light upon the general interpretations yielded from the findings of classroom observation and the questionnaire. Ultimately, the chapter ended

up with acknowledging the limitations of the study as well as suggesting some pedagogical recommendations for other researchers to follow.

The findings obtained revealed that open-ended questions are mostly used in OE classes. Moreover, the results showed that some students face difficulties in constructing answers for teachers' open-ended questions. However, the teachers in turn provided students with the necessary help by using some strategies. Furthermore, a positive relationship was marked between teachers' open-ended questions and students' participation. It was shown that open-ended questions play a pivotal role in OE classes. Overall, the results go hand in hand with the research hypotheses. Hence, the study at hands could significantly contribute in uploading the teaching quality.

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Appendices

Appendix (A)

Appendix (B)

Appendix (A)

Checklist

University :

Department :

Number of Session :

Time :

Teacher :

Questions	Open-ended questions	Responses	Close-ended questions	Responses
Q1				
Q2				
Q3				
Q4				
Q5				
Q6				
Q7				
Q8				
Q9				
Q10				

Comments :

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.....
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.....
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Appendix(B)

Students' Questionnaire

Dear student,

Your willingness to fill in this questionnaire will furnish us with the necessary data to accomplish our research. It aims at exploring the relationship between teachers' open-ended questions and students' participation. Please, tick the appropriate answer and write full statements where necessary. Thank you in advance for your collaboration and for the time devoted to answer the questionnaire.

Key Definitions:

Open-ended question: is that type of questions that needs detailed answers and requires students' creativity while answering.

Close-ended question: is that type of questions that is narrow in focus and usually answered with yes/no or with limited choices.

Section one: Teachers' Open-ended questions

Q1. Do you like to be asked questions in oral expression class?

- a. Yes
- b. No

Q2. Do you think you receive enough questions from your teacher?

- a. Yes
- b. No

Q3. Which type of questions do you prefer your teacher asks you more?

a. Open-ended questions

b. Close-ended questions

Please explain

why.....

.....

.....

Q4. Do you think that teachers' open-ended questions are important in

OE class?

a. Yes

b. No

Please justify

.....

.....

.....

Q5. Does your teacher help you to answer Open-ended questions?

a. Yes

b. No

Q6. When the answer for the open-ended question is not straightforward, how often does your teacher help you to answer the question using the following techniques?

6.1. He/ She reformulates the question

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

6.2. He/ She asks a 'yes/no' question

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. never

6.3. He/ She gives you enough time to think about the question

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. never

6.4. He/ She helps you to find the right words to express the idea

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. never

Section Two: Students' participation

Q7. If your teacher asks an open-ended question, are you willing to participate?

- a. Yes
- b. No

Q8. How often do you participate when an open-ended question is asked by your teacher?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Q9. How often do you participate when a close-ended question is asked by your teacher?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. never

Q10. Do you think that your participation is dependent on the type of question being asked by the teacher?

- a. Yes
- b. No

Q11. When the teacher uses open-ended questions, I participate more than when he/she uses other types of questions?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

Q12. Do you face difficulties in answering teachers' open-ended questions?

- a. Yes
- b. No

Q13. When you do not participate is it because:

- a. Insufficient vocabulary
- b. Grammar mistakes
- c. Pronunciation problems
- d. Shyness
- e. Your relationship with the teacher
- f. Others

.....

.....

.....

Q14. When your teacher asks an open-ended question, do you answer as;

- a. Small groups
- b. Whole class discussion
- c. Individually

Thank you so much for your collaboration

Résumé

Les questions sont un élément essentiel du processus d'enseignement et d'apprentissage, car les questions de l'enseignant jouent un rôle important en faisant participer les étudiants au contenu de la leçon, notamment dans les séances d'expression orale, ce qui conduit à améliorer l'interaction pendant la leçon. Ainsi, les questions du professeur et la participation des étudiants sont les deux faces d'une même médaille. Cette étude vise à découvrir la relation entre les questions ouvertes du stade et la participation des élèves. L'hypothèse retenue dans cette étude indique l'existence d'une relation positive entre elles, et que la participation des élèves dépend du type de questions posées par le stade. Cette recherche est divisée en deux chapitres, dont le premier donne le côté théorique de l'étude, qui à son tour est divisé en deux parties, dont chacune donne un aperçu d'une des variables, les questions du professeur et la participation de Quant au côté pratique, l'étude s'est appuyée sur la méthode de recherche corrélative basée sur l'observation courante et un questionnaire étudiant. Les résultats obtenus indiquent que les questions ouvertes sont utilisées par les enseignants dans les classes d'expression orale. Il indique également que les élèves ont des difficultés à répondre à ce type de question. Mais les professeurs, d'autre part, utilisent certaines stratégies pour fournir l'aide nécessaire pour permettre aux étudiants de répondre à la fin. Les données obtenues indiquent l'existence d'une relation positive dans les questions ouvertes des professeurs et la participation des étudiants, et donc l'hypothèse précédemment avancée a été confirmée avec succès.

ملخص

تعتبر الأسئلة عنصرا أساسيا في عملية التعليم و التعلم. حيث أن أسئلة الأستاذ تلعب دورا هاما في جعل الطلاب يشاركون في محتوى الدرس خاصة حصص التعبير الشفهي مما يؤدي إلى تعزيز التفاعل خلال الحصة. إذن فان أسئلة الأستاذ و مشاركة الطلاب و جهان لعملة واحدة. إن هذه الدراسة تهدف لاكتشاف العلاقة بين الأسئلة المفتوحة للأستاذ و مشاركة الطلاب. تشير الفرضيات المتبناة في هذه الدراسة إلى وجود علاقة ايجابية بينهما كما أنه قد افترض أيضا ان مشاركة الطلاب تعتمد على نوع الأسئلة المطروحة من قبل الأستاذ. هذا البحث مقسم إلى فصلين أولهما يغطي الجانب النظري من الدراسة و هو بدوره مقسم إلى قسمين يقدم كل منهما نظرة عامة حول احد المتغيرات الموجودة وهي أسئلة الأستاذ و مشاركة الطلاب. أما في ما يتعلق بالجانب العملي فقد اعتمدت الدراسة على منهج البحث الذي يدرس العلاقة بين متغيرين و الذي بدوره يقوم على الملاحظة الصفية و استبيان للطلاب. تشير النتائج المتحصل عليها إلى أن الأسئلة المفتوحة تستعمل بكثرة من قبل الأساتذة في حصص التعبير الشفهي. و تشير أيضا أن الطلاب يواجهون صعوبات في الإجابة على هذا النوع من الأسئلة. لكن الأساتذة بالمقابل يستعملون بعض الاستراتيجيات لتقديم المساعدة اللازمة لتمكين الطلاب من الإجابة. في نهاية المطاف تشير البيانات المتحصل عليها إلى وجود علاقة ايجابية بين أسئلة الأساتذة المفتوحة و مشاركة الطلاب و بالتالي فقد تم تأكيد الفرضيات المطروحة سابقا بنجاح.