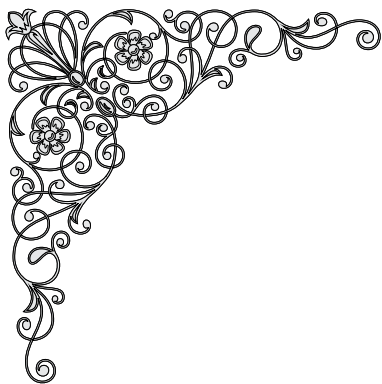
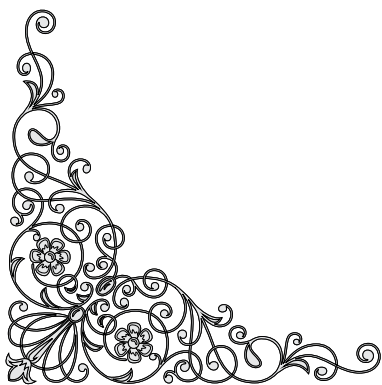




English Research

بحوث اللغة الإنكليزية



ملخص باللغة العربية

اثر استخدام مهارات الأسئلة الصفية في تدريس اللغة الإنكليزية للصف الثاني متوسط
هدف البحث الحالي الى التعرف على اثر استخدام مدرسات اللغة الإنكليزية لمهارات الأسئلة
الصفية في تدريس مادة اللغة الانكليزية في حصصهم الدراسية في الصف الثاني متوسط في مدارس
بغداد / الكرخ . تكون مجتمع البحث من جميع مدرسات اللغة الانكليزية العراقيات في محافظة بغداد
أتم اختيار عشرة مدرسات كعينة عشوائية للبحث .
وتبرز اهمية البحث من انها تحاول :

١ . تزويد مدرسات اللغة الانكليزية بالمهارات الصفية التي من الواجب استخدامها في هذه
المادة .

٢ . حث المدرسة على خلق جو دراسي يتميز بالتقاسم واعطاء الفرصة للطلبة ممارسة اللغة
بشكل فعال .

٣ . تقديم طريقة تدريسية جديدة تساعد على رفع كفايات استخدام مهارات التساؤل الصفية
لمعلمات اللغة الانكليزية .

استخدمت الباحثة المنهج الوصفي القائم على الدراسة المسحية التحليلية أو قد طورت الباحثة
قائمة مكونة من (٣٠) مهارة وبعد عرضها على مجموعة من الخبراء أصبحت بشكلها النهائي مكونة
من (٢٠) مهارة تدريسية أ صنف المهارات الى خمسة اصناف وزعت حسب انتمائها الى المحاور
الرئيسية الخمسة . للإجابة عن اسئلة الدراسة . طبقت القائمة على المدرسات عن طريق مشاهدتهن
بواقع حصتين لكل واحدة للحصول على المعلومات المطلوبة .

جمعت البيانات ثم تم تحليلها عن طريق استخدام الوسائل الاحصائية المناسبة لها وقد أظهرت
النتائج ضعف استخدام تلك المهارات في تدريس اللغة الانكليزية .

وقد خرج البحث بعدد من التوصيات التي تصب في مصلحة الطالب والعملية التعليمية وذلك
عن طريق اجراء دراسات مشابهة ولكن تتناول جوانب اخرى .



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2-	Posing questions to some students.		
3-	Distributing questions equally (avoiding .(concentration on one side of the class		
4-	Using names of the students when asking questions.		
<u>E:</u>	<u>Skills that deal with the reaction of the teacher to the students</u>		
1-	Allowing students answer in their own ways.		
2-	Encouraging the student who is speaking		
3-	Rewarding students immediately.		
4-	Using reinforcement techniques (such (....as... good, excellent, marks		



3-	.Using questions that search for an idea		
4-	Using questions that require short answers		
5-	Using questions that are linguistically correct.		
<u>:B</u>	<u>Skills dealing with the of improving of quantity of students' participation:</u>		
1-	.(Using pausing (wait time		
2-	Asking questions that related to facts .(lower – order questions		
3-	Asking some questions to remedy the .problems of the troublemakers		
4-	Asking questions without calling a specific student to answer		
<u>:C</u>	<u>Skills dealing with the improving of the :quality of students' participation</u>		
1-	Redirecting the same question to several .students		
2-	Seeking further clarification		
3-	Framing questions that require students to use higher cognitive thought. Such as ,contrast, compare, explain, evaluate		
<u>:D</u>	<u>Skills dealing with the distribution of :the question</u>		
1-	Posing questions to all the students (in a .(random way		

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25-asking lower –order (calling for sets of related facts) that require them to state factual information as they were presented				
26- asking higher – order questions, which students can change the form of information such as: Contrasting, comparing, explaining, summarizing ... etc..				
E: Skills that deal with the reaction of the teacher to the students				
27- Allowing students answer in their own ways.				
28- Encouraging the student who is speaking				
29- Rewarding students immediately.				
30- Using reinforcement techniques (such as... good, excellent, marks....)				

Appendix (2)

The final form of the research instruments after validating

No	Questioning Skills	Available	Not Available
<u>: A</u>	<u>Skills dealing with the formation of the question</u>		
1-	.Using words that have only one meaning		
2-	.Using short questions		

13- Asking questions that related to facts (lower order questions).				
14- Asking questions in anon-threading way towards reluctant students in order to draw them in the discussion.				
2- Quality of students› participation in discussion				
15- Redirecting the same question to several students.				
16- Seeking further clarification				
17- Framing questions that require students to use higher cognitive thought. Such as , contrast, compare, explain, evaluate.....				
18- Framing questions that call for set of related facts				
C: Skills dealing with the distribution of the question:				
19- Posing questions to all the students (in a random way).				
20- Posing questions to some the students.				
21- Distributing questions equally (avoiding concentration on one side of the class).				
22- Using names of the students when asking questions.				
23- Distributing questions systematically (organized).				
24-looking pointedly one student.				
D: Skills that deal with the level of the question:				

The questioning skills	clarity	suitability	The relevance to the category	Note
A: Skills dealing with the formation of the question: 1- Using words that have only one meaning. 2- Using short questions. 3-Using questions that search for an idea. 4- Using questions that require short answers. 5- Using questions that are linguistically correct. 6- Using questions that are linguistically correct.				
B: Skills dealing with the improving of : 1. Quantity of students' participation in discussion				
7- Using pausing (wait time).				
8- Asking questions without calling a specific student to answer.				
9- Seeking further clarification				
10- Using prompting				
11- refocusing a student's response				
12- asking some questions to remedy the problems of the troublemakers				

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Appendix (1)

The research instrument in its initial form

Dear specialists of ELT:

I am conducting a research about the classroom questioning skills at the secondary level. It aims at determining the skills of posing questions by the teachers of English in Baghdad provinces. Therefore, you are kindly requested to provide your opinions and your suggestions about the clarity and the relevance to the category of each skill.

My best regard

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of teaching that encourage and enable students to ask and discuss, such as communicative group. (25)

Suggestions:

1. Conducting a similar study with a large number of teachers in other parts of Iraq to make comparative basis between various English teachers.
2. A similar study is needed to be done in the written questioning skills.

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results can be concluded:

The extent of performing classroom questioning skills of each category was represented by the following:

- 1) Performing the skills of the first category was represented by ((74.14).
- 2) Performing the skills of the second category was represented by (49.99 %).
- 3) Performing the skills of the third category was represented by (38.0 4%).
- 4) Performing the skills of the fourth category was represented by (46.71)
- 5) Performing the skills of the fifth category was represented by (49.99).

Recommendations:

In the light of the research findings the following can be recommended:

1. The classroom questioning skills should be included in the teachers' guidebook.
2. It is recommended that the colleges of education should emphasize classroom questioning skills in the courses of ' methods of teaching'.
3. Running in-service training programs for the teachers of English to enable them to use the skills of questioning.
4. It is recommended that teachers of English should use methods

Table (10) shows that, using the skills of this category are very low (23) could be related to many reasons such as teachers' unawareness of the aspects of the motivation while listening to the students' answer. Teacher has to listen to the student without interruption even if he thinks the student is giving a wrong answer. Interrupting students does not create an atmosphere which encourages participation.

Summary, Finding and Recommendations

This research aimed at determining classroom questioning skills used by Iraqi teachers of English at the Intermediate school level. The population of this research constituted of the Iraqi English teachers at the Intermediate level in the public schools of Baghdad. These include (10) Female teachers as a random sample. An observation checklist including the classroom questioning skills was developed, validated and implemented.

After surveying related literature the researcher developed an observation checklist that included the following:

- a) Skills dealing with the formation of the question.
- b) Skills dealing with improving quality of students' participation in discussion.
- c) Skills dealing with improving quantity of students' participation in discussion.
- d) Skills dealing with the distribution of the question.
- e) Skills that deal with the reaction of the teacher to the students responses.

Results and Findings:

After analyzing the data of the developed checklist, the following

22 E: Reaction of the teachers to the students' responses

Regarding the last category of skills which deals with the reaction of the teachers to the students' responses, table (9) shows the results as the following:

Table (9)

Frequencies and percentages of the questioning skills that are related to the reaction of the teacher to students' responses category

Number	Frequency	Percentages
1	8	57.14
2	8	57.14
3	6	42.85
4	6	42.85

Table (9) shows the last category which includes four questioning skills that are related to the reaction of the teachers to the students' responses. It is clear from the table that the performance of all the skills was represented between the percentage (42.85 and 57.14) respectively which refers to the low performance of the skills of this category. Skills (3&4) that are related to encouraging weak students even if their answers are wrong, rewarding students immediately and using reinforcement techniques were also marked by low percentage of (42.85%). In general the average performance of the skills of this category was very low. Table (10) shows the result as follows:

Table (10)

Total frequencies and percentages of the questioning skills that are related to the reaction of the teacher to students' responses category

Number of skills	Frequency	Percentage
4	28	49.99

tributing the questions during the class, frequencies and percentages were calculated as shown in table (7) below:

Table (7)

Frequencies and percentages of the questioning skills that are related to the distribution of questioning category

Number	Frequency	Percentages
1	2	14.28
2	11	72.57
3	5	35.71
4	9	64.28

From the above table (7) it was found that the first skill of this category, alternatively related to posing questions to all students and looking to the particular student when asking question, obtained the lowest percentage (14.28). It is clear from the table that skill number (3) scored the percentage of (35.71%). The alternative deal with the distribution of questions equally, systematically and redirecting the question to other students.

Table (8)

Total frequencies and percentages of the questioning skills that are related to the distribution of questioning category

Number of skills	Frequency	Percentage
4	27	46.71

It is evident that the percentage of using the skills of this category in general is (46.71 %) which indicates weak performance by the English teachers. That could be related to the teachers' inability to direct their attention to a specific student by calling the name of the student or by looking pointedly at him /her.

Table (5)

Frequencies and percentages of the questioning skills that are related to the improving the quality of students' participation category

Number of skill	Frequency	Percentage
1	7	50.00
2	4	28.42
3	5	35.71

This category includes three skills as shown in table (5) and only one of these skills showed a performance of (50%), while the other skills are below (50%).

Table (6)

Total frequencies and percentages of the questioning skills that are related to the improving the quality of students' participation category

Number of skills	Frequency	Percentage
3	16	38.04

From table (6) we can see weak performance in using the questioning skills related to the improving the quality of students' participation in classroom. This could be related to many reasons such as using the lower order questions instead of the higher order questions most of the time by the teachers of English. Another reason is teachers' inability to deal with different levels of questions in order to know when they have to be slow, clear and quick and lack of careful planning for questions that require higher level responses.

D: Distribution the questions:

Regarding the fourth category which is related to the skills of dis-

This category includes four skills, and it is apparent from the above table that skills (1& 3) the least frequently performed questioning skills. The percentages of their performance ranged between (21% and 35%). They alternatively deal with (the using of the pausing and asking questions to remedy the problems of the troublemakers. Skills (2&4) of this category seem to be the most frequently used questioning skills with a percentage of (71.42%), though they are still below the acceptable level of skills performance, which is, as mentioned earlier, 80%. All this indicates the absence of using questioning skills by the teachers of English in their classes.

Table (4)

Total frequencies and percentages of the questioning skills that are related to the improving the quantity of students' participation category

Number of skills	Frequency	Percentage
4	28	49.99 %

From table (4) we can see that teachers 'inability to use the questioning skills of the second category. This could be related to the lack of pauses, sometimes teachers ask more questions than the received answers. Therefore teachers need to pause and look around the class to increase the readiness of their students to answer.

C: Improving the quality of students' participation

Regarding the third category which is related to the improving the quality of students' participation in the classroom discussion, table (5) shows the frequencies and percentage of each skill of the category.

Table (2)

Total Frequencies and percentages of the formation of the questions category

Number of skills	Frequency	Percentage
5	52	74.14

It is evident that the percentage of using the skills of this category in general is (74.14) which indicates the observable weakness of the English teachers in many aspects of the language, (such as ; grammar, pronunciation) may strongly affect the process of framing or phrasing questions, some receive wrong answers from the students without feeding them back with the suitable correction and other restrict their questions to one form instead of framing varied questions.

B: improving the quantity of students' participation:

The second category is related to the skills of improving the quantity of students' participation. Table (3) shows the frequencies and the percentages of each skill as follows:

Table (3)

Frequencies and percentages of the questioning skills that are related to the improving the quantity of students' participation category

Number of skill	Frequency	Percentage
1	5	35.71
2	10	71.42
3	3	21.41
4	10	71.42

lowing:

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A: Formation of questions:

The first category deals with the formation of the question and includes five skills as shown in table (1) below.

Table (1)

Frequencies and percentages of the formation of the questions category

Number	Frequency	Percentages
1	11	78.14
2	13	92.57
3	7	50.00
4	13	92.85
5	8	57.14

From table (1) we see that the first category which includes five skills that are related to the formation of the question. It is clear from the table that skills (3, 5) are the least performed skills with the percentage of (50.00 and 57.14) respectively. These skills deal with the language of the question, the theme of the question and the variety of the question respectively. So the performance of the skill that was presented by the percentage of 57% indicates the difficulty that teachers face while forming or phrasing questions in English. Similarly the performance of the third skill that was presented by the percentage of 50% indicates the teachers' inability in framing determined or specific questions actually require determined answers. On the other hand, it seems that skill (1) is more frequently used as represented by the percentage of (78%). And the last two skills (2,4) seem to be the most frequently used questioning skills not only in this category but in the whole list of skills with a percentage of (92%).

was 79% which indicates higher degree of reliability of the observation checklist; therefore it becomes ready for observing what is intended to be observed to gather data about classroom questioning skills from observed classes. By this the researcher arrives at the modified into an observation checklist as a final form of the observation checklist. (Appendix, No. 2).

Results and Findings:

First question:

In order to answer the first question of the research which is related to the kinds of classroom questioning skills need to be used by the English teachers at the intermediate school level; the researcher prepared a list of classroom questioning skills that is necessary to be used includes (20) skills divided into five categories (look appendix No. 2)

Second question:

In order to answer the second question of the research the researcher used (Hassan Assma 2001:51) criterion to see how many skills were performed and what level(absent/very weak/weak/good/very good) which shows the frequencies and the percentages of using the classroom questioning skills in each of the five categories of skills separately.

80% and above indicates high performance

75% - 79% indicates moderate performance

50% -74% indicates weak performance

49% - 25% indicates very weak performance

25% - and less indicates absent performance

The five categories are going to be discussed one by one as the fol-

2.4- for summarizing

2.5- for analyzing

2.6- for synthesizing

2.7- for evaluating

Vii: Skills that deal with the reaction of the teacher to the students:

1- Allowing students answer in their own ways.

2- Encouraging weak students.

3- Rewarding students immediately.

Validity and reliability of the checklist :

Validity is one of the main concerns of a research. As mentioned in (Vankappa &Fayadh; 2009) that any research can be affected by different kinds of factors which, while extraneous to concerns of the research, can invalidate the findings. (Vankapp &Fayadh; 2009; 67)

The first draft of the checklist content 30 items before was exposed to the judges. The judges who were given the checklist were six in number. They were university academic staff members and teachers of English language. All of them have had experience in teaching English language. This was done for the purpose of checking content validity in order to see the suitability, clarity and relevance of the questioning skills in addition to that to take into consideration their opinions and suggestions about the items concerning any addition, changing or correcting whatever will be recommended.

After checking the validity and reliability of the checklist the researcher computed the rate of the observation checklist reliability using Copper's formula. The researcher found that reliability rate

- 2- Seeking further clarification.
- 3- Refocusing a student's response.
- 4- Asking questions without calling a specific student to answer.

B: Skills of improving the quality of participation:

- 1- Redirecting the same question to several students.
- 2- Framing questions that call for a set of related facts.
- 3- Framing questions that require students to use higher cognitive thought.

iii: Skills dealing with the distribution of the question:

- 1- Posing questions to all the students (in a random way).
- 2- Posing questions to some students.
- 3- Distributing questions equally (avoiding concentration on one side of the class).
- 4- Using names of the students when asking questions.

Vi: Skills dealing with the level of the question:

- 1- Asking lower –level questions (calling for sets of related facts) that require them to state factual information as they were presented.
- 2- Asking higher- level questions, which students can change the form of information such as:
 - 2.1- for contrasting
 - 2.2- for comparing
 - 2.3- for explaining

2. What do you think will happen as a result?
3. What facts and generalization support your prediction?
4. Teacher should say, “You are right regarding X and that’s great; wrong regarding Y. Now need to correct Y so we can get everything correct.
5. Teacher should say, “Thanks. Is there someone who wants to respond to the question or comment on the response we’ve already heard?”

The initial form of the observation checklist:

The researcher arrived at a frame of five skill categories each consists of a number of skills. The initial form of the list consists of 20 items as the following:

i. Skills dealing with the formation of the question:

- 1- Using words that have only one meaning.
- 2- Using short questions.
- 3- Using questions that search for an idea.
- 4- Using questions that require short answers.

ii. Skills dealing with improving quality and quantity of students participation in discussion:

A: Skills of improving the quantity of participation:

- 1- Using pausing (wait time).

Effective use of questions:-

Hyman(1986) mentioned that teachers can accomplish a number of interrelated goals when using questions effectively, and that by engaging students in a question and answer dialogue, the usual “one way” flow of information from instructor to students is transformed into a more interactive process. Students become more active participants in their own learning.

Responding to student responses and questions:-

Teacher should praise the student in a strong, positive way, for a correct or positive response. He can use such terms as “excellent answer,” “absolutely correct,” These terms are quite different from the common mild phrases teachers often use such as “O.K.,” and “all right” especially when the response is long, the teacher should try to find at least some part that deserves praise and then comment on.

Teacher should build on the students response. If the instructor continues to discuss a point after a student response, he or she should try to incorporate the key elements of the response into the discussion. By acknowledging the students response, the teacher shows that he or she values the points made.

Wilén & Clegg (1986) developed a category or criteria that helped teachers to ask or use questions in their classrooms. He suggested that

- Plan key questions to provide structure and direction to the lesson. Spontaneous questions that emerge are fine, but the overall direction of the discussion has been largely planned.

Example:-

1. What are the essential features and conditions of these situations?

sion and to allow the introduction of an unknown into the discussion mix. In this way a new perspective can be introduced or a diverse perceptive can be brought in which will make the students think about the idea in question, differently.

- Alternative questions are designed to force the respondents to pick a perceptive or position in responding to the questions. For example, “Which of the two is better example of _____?”

Purposes of the questions:-

According to Kerry (1982) mentioned that a teacher asks about 1000 questions per week. The purposes of asking questions are:-

- 1- To determine what students know and don't know.
- 2- To develop critical and creative thinking skills.
- 3- To provide a review of material and content.
- 4- To prepare students for what is to be learned.
- 5- To check for comprehension or level of understanding.
- 6- To attract students attention.
- 7- To practice life- long learning skills.
- 8- To have fun learning.
- 9- To engage students in discussion.
- 10- To teach students to ask questions.

They improve students' ability to clarify, recognize, and accurately explain new information. Questioning also aids in self- assessment and self- monitoring.



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2. Problem solving.
3. Encouraging discussions.
4. Stimulating students to seek information on their own.

Usually a teacher would vary the level of questions and even within a single class period. For example, an instructor might ask the synthesis question, "How can style of writing and the thesis of a given essay be related?" If he/she gets inadequate or incorrect student response to that question, he/she might move questions at a lower level of the taxonomy to check whether students know and understand material. For example, the teacher might ask "What is the definition of thesis statement?" or "What are variables in writing style?" If students cannot answer those questions, the teacher might have to temporarily change his/her teaching strategy, e.g., briefly review the material.

It is difficult for teachers to classify questions at specific levels. The Classification of Educational Objectives is introduced as a tool which is helpful for defining the kinds of thinking skills instructors expect from students and for helping to establish correspondence between the teachers goals and the questions he asks.

Types of questions:-

Walker (1996) suggested different types of questions as follows:-

- Broadening questions are those used to introduce additional information into the discussion and to encourage students to move into analysis, for example, "What is the relationship between learning theory and school practice?"
- Justifying questions are those questions that bring up old ideas and ask for those ideas to be substantiated in the light of new information.
- Hypothetical questions are used to change the course of a discus-

Use Choose

(Perrot, 1982:44).

9

Analysis:- When the teacher's purpose is to help pupils to remember and organize information, analysis questions require critical thinking from pupils. A pupil is unable to answer an analysis question by repeating affirmation.

Words frequently used in analysis questions are: Why? / What factors? / Draw conclusions? / Determine evidence (support, analyze)

(Perrott1982; 44)

Synthesis:- When teachers' purpose is to help pupils to form relationships and put things together in new original ways, he/she has to ask synthesis questions. Words and phrases often found in synthesis questions are:- Predict/ Produce/ Write/ Develop/ What would happen if? (Perrot, 1982:45)

Evaluation:- When teacher's purpose is to help pupils choose among alternatives by judging which best fits some stated value, he/she has to ask evaluation questions. Words often used in evaluation questions are: - Judge, Assess, Decide, and Justify. (Perrot, 1982:46)

Lower and higher level questions:-

Usually questions at lower levels are appropriate for:-

1. Evaluating students' preparation and comprehension.
2. Diagnosing students' strengths and weaknesses.
3. Reviewing and/or summarizing content.

Questions at higher levels of taxonomy are usually most appropriate for:

1. Encouraging students to think more deeply and critically.



- 8 Hunkins(1972) have shown that different types of questions stimulate different kinds of thinking, therefore, it is important for teachers to know widely about the classifications, kinds and levels of questions in order to enhance or increase their mastery of asking questions.

Classifying questions:-

One of the best – known classification questions is Blooms Taxonomy of Educational Objectives (1956). There are six levels in Blooms Taxonomy, and questions at each level require a response which uses a different kind of thought process. Teacher should be able to formulate questions on each of the six levels in order to encourage his/ her pupils to employ a variety of cognitive processes. The six levels are:

Words often found in knowledge questions are: Who? Define /What? Recall/ Where? Recognize/ When? Name. Although the most frequent type of recall questions call for brief responses, but not all recall questions call for brief answers. (Perrott1982; 42)

Comprehension:-

These questions require the pupil to select those facts that are pertinent in order to describe, compare or contrast. Sometimes comprehension questions also require pupils to translate ideas from one medium to another, for instances to interpret material presented in the form of graphs or tables. Words commonly found in comprehension questions are: Describe, (put in your own words), Compare, Explain Contrasts. (Perrot, 1982:43)

Application:- Words commonly found or implied in application questions are:- Apply (employ)

Classify (give an example)

or course in general.

Questions and questioning skill:-

Questions play an important role in the processes of teaching and learning because student's achievements, and their level of engagement, depend on the types of questions teachers formulate and use in a classroom. (Kerry, 2002)

It is worth to know what is a question? What is questioning skill? And what is the relation between them? Question is a statement that has an interrogative form or function. Teachers' questions are those statements that solicit student responses and provide instructional cues that convey the content to be learnt or provide directions toward the content to be learnt in classroom setting. Questions are also used to help students know what they are to do and how they are to do it. (Lynch; 1991)

Questioning skill refers to one's ability to formulate and respond to questions about situations, objects, concepts, and ideas. It is the ability of the teacher to open up or to close down interaction, to draw students in or to exclude them from discussion. The skill of posing them is considered the determiner.

The relationship between question and questioning skills:

It is understandable that questions and questioning skill/behavior are two dependent instructive conceptions, in which the degree of the effectiveness of using one is mostly related, controlled and influenced by the other. In other words, if the teacher has the ability to form a question correctly from the point of grammar, but he does not care to whom he is going to direct his question and to what extent he is going to wait for a response. In such case, the teachers question is useless. So teachers have to be able to deal with questions and questioning skills in a common way.



Referential questions:-

Are questions by which teachers seek information? They are asked to stimulate teacher student interaction and encourage students to generate their own target language utterance. e.g. What do you think about animal rights?

(Richards, Jack;

1992:133)

Displayed questions:-

Are those to which the teacher knows the answer but poses for the sake of language practice e.g. When a teacher holds a pen and asks, is this your textbook?

(Richards, Jack;

1992:133).

Theoretical frame work:

Educators usually find it easy to list the characteristics of a good teacher. By the characteristic of a good teacher it meant his/ her ability to use the strategies and techniques of teaching skillfully and effectively. Questioning behavior is considered as an important key of these teaching strategies and techniques. Instructors believe that creating and using questions during instructions is a natural process which should be spontaneous. That means teacher has to know widely about questioning skills in order to be practiced adequately. On the other hand, questions can become an effective teaching strategy, when employed thoughtfully and ineffective when poorly employed. A timely, well- phrased question can capture student's attention, arouse their curiosity, focus upon important points, or even occupy a student's thoughts after class has ended. Students responses to questions reveal their perceptions and comprehension of the material, level of experience with the topic being presented, and attitudes about the material

1. By the use of a question word such as what, when, how, where and why.
2. By the use of an operator in the first position in sentence, as can Ahmed come?
3. Through the use of the question tag as, isn't it? , is it? , can she? Do you? etc. (Jack, C. Richards; 1992:133)

Highly cognitive questions:-

Kathleen Cotton 1988 explained that: highly cognitive questions are those asking students to mentally manipulate previously learnt bits of information to create an answer with logically respond evidences e.g. Which is better to travel to Paris, by train or by car? Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions. (Cotton; 1988; www)

Low cognitive questions:- (Cotton; 1988).

Are those- asking students merely to recall word for word or in his/her own word materials previously read or taught by the teacher, example:

1. What is the capital of Iraq?
2. How many plays that Shakespeare wrote?

(Cotton; 1988; www)

Wait time:-

One questioning technique which is necessary to the development of higher thought processes is wait-time. This is the amount of time that passes between a teacher asking a question and calling upon a student to answer that question. The average teacher's wait-time is one second.

2. Developing a frame of classroom questioning skills.
3. Checking the validity of the frame by giving it to the specialists.
4. Collecting data of the sample.
5. Analyzing the used questions according to the frame of the main skills.
6. Discussing the collected data and interpreting it descriptively and statistically.
7. Coming out with conclusions and recommendations.

Population of the research:-

The population of the research is female Iraqi English teachers at the intermediate level in the public schools.

Sample of the research:-

A number of 10 intermediate schools in Baghdad were randomly chosen by the researcher to carry out her observations (checklist of skills) on the teachers who are teaching in these schools. The sample included 10 teachers each one was observed twice in two of her classes.

Definitions of terms:-

Skill: A term refers to the individual ability to do an activity or job well, especially because you have practiced it (dictionary.cambridge.org/us/dictionary/english/skill).

Question: (Jack, C. Richards; 1992) defined it as: A sentence which is addressed to listener and asks for an expression of fact, opinion, belief, etc. In English, question may be formed:

Research Questions:-

This research attempts to answer the following questions:-

1. What different classroom questioning skills that teachers of English actually use?
2. To what extent do English teachers use the skills of posing questions in their classrooms?

Aim of the Research:-

This research aims at determining the skills of posing questions in the classroom by teachers of English during lesson. As we usually say, the way of how to ask a question is often the way of what you answer. And you observe that the success of the students in answering the questions is more often determined by the teachers questioning techniques, teacher needs to know widely about the techniques or the skills of posing questions in classroom. What kind of questions? When they should be asked? How they should be framed? And what purposes they are supposed to achieve? It also aims to know the extent of using those skills by the teachers of English at the intermediate level.

Research Method:-

This research is considered to be descriptive in nature. It aims to describe classroom questioning skills used by Iraqi teachers of English at the intermediate school level. To describe what is happening exactly in their classrooms, the researcher intends to observe the teaching of teachers through a checklist observation as an instrument for collecting information.

Research procedures:-

1. Reviewing related studies and researches.



2 in order to increase student's communication and stimulate their language discourse output that the course intended to achieve. So studying teachers' questions and questioning behaviors has been an important issue in classroom research in both first and second language classroom since it is considered an essential part of general classroom interaction and one of the most frequently used teaching techniques, which is related to the teacher's techniques.

The problem fall outs throughout the lack of using particular technique or skills of posing questions in classroom. So this research is devoted to determine the kinds of oral classroom questioning skills that actually used by the teacher of English at the Intermediate level.

Flanders (1970) mentioned that direct teaching can be made indirect by using questioning to determine whether pupils understand the presentation (Flanders, N-A; 1970).

According to (Callahan & Clarke; 1988) as mentioned in Al-aqeeli (2007) questioning is one of the most often used teaching techniques and the use of questions is one of the most important of all teaching techniques. Teachers use questioning during a class to motivate students to pay attention, to assess student progress, to stimulate thinking, to check on teacher clarity, to provide repetition, to maintain classroom control and many more things

(Al Aqeeli; 2007).

Research Significance:-

The researcher hopes that the result of this research would support the teacher with those essential skills of posing questions in the classroom. Moreover, the research would remind teachers to the ways of using those skills effectively in the classroom and guide teachers to create good opportunities for their students to react and answer effectively.

1: Introduction

1

There are many ways to ask a question and some ways are better than others. Thinking about the types of questions that could be asked or even preparing specific questions prior to teaching a lesson will often lead to more effective classroom discussions. It is important to think of thoughtful questions that encourage students to think seriously about the concept being learned. In order to be successful at effectively questioning students, teachers need to be aware of the type of questions they directing to the students and use effective questioning practices. Teachers and only the teacher will be the determiner of what kind of questions, when they should be posed, how they should be framed, and what purposes they are supposed to achieve or influence. On the other hand, the way a student is expected to respond to questioning is determined by the levels at which the questions are worded: recall, comprehension, analysis or evaluation. But the success of the students in answering the questions is more often determined by the teachers questioning techniques.

By looking to the general verbal interaction that happens in classroom many oral work activities will be observed or even recorded. Both teacher and student are involved in such processes. Questioning is one of the oral work activities that is actually used and posed by a skilled teacher. So in the present study we are interested in investigating this part as an important part of classroom interaction.

2: Statement of the problem:

As a compulsory course, “Iraqi Opportunities” is being taught in the Iraqi schools. It is an integrated, multi- skills syllabus that links gradually topics, communicative functions and grammar. Vocabulary items, functions and expressions that the course involves required skillful teachers who are able to use communicative methods in their classrooms that basically, depend on their questions and questioning behaviors. Using questions should be, effectively, used in classroom

A decorative border made of intricate black line art, featuring swirling vines, leaves, and small flowers. It frames the central text on all four sides, with larger, more complex floral motifs at the corners.

**The Effect of Using Classroom
Questioning Skills in Teaching English
at the Second Intermediate Level Students**

By: Dr.: Ibtisam Hussien Fayadh

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