

**CLASSROOM QUESTIONING IN ENGLISH LANGUAGE
TEACHING: A NARRATIVE INQUIRY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Pushkar Gautam

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2021

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T.U. Reg. No.: 9-2-220-0016-2010

Date of the Approval of

Examination Roll No.: 28710155/072

Thesis Proposal: 2075/02/05

M. Ed. Fourth Semester

Date of Submission: 07/02/2021

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original. No part of it was earlier submitted for the candidature of research degree to any university.

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.....

Pushkar Gautam

DEDICATION

This Research is dedicated

To

My Heavenly Mother,

Encouraging Father,

Supportive Friends and

Inspirational Teachers

ACKNOWLEDGEMENTS

First of all, I would like to extend my gratitude to my encouraging and supportive thesis supervisor, **Mr. Khem Raj Joshi**, Teaching Assistant of the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. It would not have been possible to complete this work without his guidance and supervision.

Similarly, I am extremely thankful to **Dr. Gopal Prasad Pandey**, Reader and Head of Department of English Education, Tribhuvan University, Kirtipur for his enduring academic support and guidance.

I am greatly thankful to **Dr. Binod Luitel**, Professor (English Education), Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, Nepal for his constructive feedback on my research work.

I am grateful to **Dr. Prem Bahadur Phyak**, Reader, **Mr. Jagadish Poudel**, lecturer, Department of English Education, Kirtipur, Kathmandu for directing me with their invaluable guidelines to complete this work.

Likewise, I am deeply indebted to all of my respected teachers and staffs of Tribhuvan University, Department of English Education for their invaluable academic support.

In the same way, my sincere thank goes to all the research participants who provided me their invaluable time and explored their interesting ideas, experiences and insights on the topic. Undoubtedly, this research would not have been accomplished in this way without their contribution and cooperation.

Likewise, I am deeply indebted to all of my respected teachers and staffs of Tribhuvan University, Central Department of English Education for their invaluable academic support.

Finally, I am extremely grateful to my colleagues Ms. Mamata Bhattarai, Mrs. Tara Rai, Mr. Pradip Singh Saud, Mr. Chandra Mani Shrestha and my cousins Mr. Saurav Koirala, Mr. Rajat Rijal and Ms. Rakshya Rijal for their academic and technical support to accomplish this study.

Pushkar Gautam

ABSTRACT

This study entitled **Classroom Questioning in English Language Teaching: A Narrative Inquiry** is an endeavor for the exploration of secondary level English teachers' understanding and perception on the use of classroom questioning along with its roles and affecting factors in ELT classroom. For the study, four English teachers from four public schools of Sankhuwasabha district were selected using convenience sampling strategy. Similarly, Narrative inquiry was used as a research design in the study. In order to obtain the required data, in-depth interview was used as a major tool and the data were analyzed qualitatively, using thematic approach.

The major findings of the study show that all the participants had a good understanding and positive attitude on classroom questioning. They perceived

classroom questioning as a powerful teaching technique or strategy that can be utilized in ELT classroom. Similarly, it was explored that classroom questioning plays significant role for helping novice teachers in the initial phase of their teaching career, making interactive classroom, evaluating and diagnosing the students level and learning difficulties, teaching all the language skills interactively, teaching grammar effectively, managing the classroom, the development of critical thinking skills and the creation of democratic classroom environment. Finally, educational background of the students' family, personality style of the students (introvert or extrovert), teacher-student relationship and English language problem have been identified as the major affecting factors while practicing classroom questioning technique or strategy in ELT classroom.

The present study consists of five chapters. The first chapter consists of the introductory parts of the study. The second chapter includes the review of related theoretical, empirical literature and conceptual framework. Similarly, the third chapter includes the methods and procedures of the study. Fourth chapter deals with the analysis and interpretation of the results.

Finally, the fifth chapter consists of the findings, conclusion and recommendation. References and appendices are included at the last part of thesis.

Pushkar Gautam

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>I</i>
<i>Recommendation for Acceptance</i>	<i>II</i>
<i>Recommendation for Evaluation</i>	<i>III</i>
<i>Evaluation and Approval</i>	<i>IV</i>
<i>Dedication</i>	<i>V</i>
<i>Acknowledgements</i>	<i>VI</i>
<i>Abstract</i>	<i>VII</i>
<i>Table of Contents</i>	<i>X</i>

<i>List of Abbreviations</i>	<i>XIII</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-23
2.1 Review of Related Theoretical Literature	7
2.1.1 Approaches, Methods and Techniques of English Language Teaching	7
2.1.2 Communicative Classroom	9
2.1.3 Question and Questioning	10
2.1.4 Purposes of Classroom Questioning	11
2.1.5 Types of Teacher Questions	12
2.1.5.1 Display Questions	14
2.1.5.2 Referential Questions	14
2.1.6 Role of Questioning in ELT Classroom	15
2.1.7 Effective Questioning Skills	16
2.1.8 Modification Techniques	18
2.2 Review of Empirical Literature	19
2.3 Implications of the Review for the Study	22
2.4 Conceptual Framework	23
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	25-28
3.1 Design and Methods of the Study	25
3.2 Population, Sample and Sampling Strategy	27

3.3	Research Tools	27
3.4	Sources of Data	27
3.5	Data Collection Procedures	28
3.6	Data Analysis and Interpretation Procedures	28
3.7	Ethical Considerations	28

CHAPTER FOUR: ANALYSIS AND INTERPRETATION

OF DATA 29-50

4.1	Analysis of Data and Interpretation of the Results	29
4.1.1	Understanding and Perception of Teachers on Classroom Questioning	29
4.1.2	Roles of Classroom Questioning in ELT Classroom	32
4.1.2.1	Survival Technique for Novice Teachers	32
4.1.2.2	Key to Interactive Classroom	34
4.1.2.3	Evaluative and Diagnostic Tool	36
4.1.2.4	Development of Language Skills	37
4.1.2.5	Grammar Teaching	39
4.1.2.6	Development of Critical Thinking	41
4.1.2.7	Classroom Management	42
4.1.2.8	Creating Democratic Classroom Environment	44
4.1.3	Factors Affecting Classroom Questioning	45
4.1.3.1	Personality Factors (Introvert and Extrovert)	46
4.1.3.2	Educational Background of the Students' Family	47
4.1.3.3	Teacher-Student Relationship	49
4.1.3.4	English Language Problem	50

CHAPTER FIVE: FINDINGS, CONCLUSION AND

RECOMMENDATION 52-58

5.1	Findings	52
5.1.1	Findings Related to the Understanding and Perception of Teachers on Classroom Questioning	52
5.1.2	Findings Related to the Roles of Classroom Questioning in ELT Classroom	53

5.1.3 Findings Related to the Factors Affecting Classroom Questioning	54
5.2 Conclusion	55
5.3 Recommendations	57
5.3.1 Policy Related	57
5.3.2 Practice Related	57
5.3.3 Further Research Related	58

REFERNCES

APPENDICES

LIST OF ABBREVIATION

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
L2	:	Second Language
M.Ed.	:	Masters of Education
Reg.	:	Registration
T. U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study entitled **Classroom Questioning in English Language Teaching: A Narrative Inquiry** is an effort to explore the secondary level English subject teachers' understanding and perception of classroom questioning strategy focusing on the roles and its affecting factors in ELT classroom. The introduction part includes the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Classroom questioning is one of the useful strategies or techniques of teaching and learning. At present English Language Teaching (ELT) scenario, the main goal of English language teaching is to develop 'Communicative Competence' (Hymes, 1971) in the students. The interactive and communicative classroom environment is the need of the day. In order to make classroom more interactive and responsive, the teachers can utilize a number of techniques or strategies such as role-play, simulation, picture description, group discussion and classroom questioning. Among them, classroom questioning is one of the most common and significant techniques or strategies for the creation of communicative classroom.

In order to make any language classroom interactive and lively, the classroom questioning functions as a determining technique or strategy. In this regard, Kalantari (2009, p. 426) states, "One of the influential strategies in creating classroom interaction is questioning techniques." It indicates that questioning is one of the significant strategies for promoting interactive classroom by triggering the students' responses. Similarly, Cotton (2001) opines that in any language classroom setting, teacher questions function as instructional cues or stimuli that are necessary for conveying content elements to the students and the directions for the classroom

activities. It suggests that questions are the crucial elements in any language classroom for an effective teaching and learning.

Questioning in the classroom serves different purposes and functions. In this regard, Tofade et al. (2013, p.1) state, “Questions have long been used as a teaching tool by teachers and preceptors to assess students’ knowledge, promote comprehension, and stimulate critical thinking.” It also suggests that questions are the essential elements for various reasons in English language teaching. Classroom questioning is directly associated with the development of all the skills of English language like reading, writing, listening and speaking. But, most importantly, as it is concerned with eliciting verbal responses from the students, it is more useful for developing communicative skills in the students. However, the effectiveness of this technique is determined by various factors such as the teachers' understanding of questioning skills, students’ nature and level, nature of the content being taught, objectives of the lesson and overall classroom environment. Therefore, classroom questioning is one of the worth researching field of study in order to explore what teachers understand or believe and how do they use this strategy to promote classroom communication. Moreover, this kind of study would provide some insights into the practicability and significance of this strategy.

1.2 Statement of the Problem

The classroom questioning plays determining role for creating communicative classroom environment. It is an important strategy that the teachers can utilize in an ELT classroom. Regarding the importance of questioning, Behnam and Pouriran (2009) argue:

Questioning is the single most influential teaching act and the trend has hardly changed over the years. In the realm of teaching and learning, questions have been cited as not only the most often used, but also the single most important strategy used by instructors (p.123).

It suggests that questioning is one of the most commonly used techniques or strategies in the classroom teaching and learning. Therefore, the classroom questioning has a great pedagogical significance.

In the context of Nepal, Karki (2015, p. 88) mentions that “The school level English language curriculum in Nepal aims at developing a comprehensive communicative competence in learners.” For the achievement of this goal, the teachers are expected to implement different techniques that encourage students to take part in the interactional activities. Therefore, classroom questioning can be taken as a crucial technique or strategy for promoting communicative classroom.

According to Cotton (2001, p. 2), “Classroom questioning is an extensively researched topic. The high incidence of questioning as a teaching strategy, and its consequent potential for influencing student learning, have led many investigators to examine relationships between questioning methods and student achievement and behavior.” It indicates that classroom questioning is a significant area of study for many researchers.

In our context, the early studies on questioning were extensively focused on the quantitative study of the types and frequency of teacher questions. They were just limited to counting the types and numbers of teacher questions and the questioning techniques used by teachers. However, the teachers’ understanding, awareness about questioning, its role in the classroom and the factors affecting classroom questioning, and its practical aspects have not got much attention from the researchers. Hence, besides emphasizing only on the types of teachers’ questions, the current study aimed at exploring a comprehensive account of information about the teachers’ understanding and experiences of classroom questioning, roles and affecting factors and its practicability from teachers’ perspectives. Most importantly, this is the first attempt to study and explore the understanding and perception of teachers on classroom questioning, its roles and factors affecting classroom questioning in English language teaching based on the experiences of teachers following narrative inquiry research design.

1.3 Objectives of the Study

The following were the main objectives of this research:

- i. To explore the secondary level English teachers' understanding and perception on the use of classroom questioning in English language teaching.
- ii. To explore the roles and affecting factors of classroom questioning in ELT classroom.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows:

- i. How do the teachers perceive and utilize classroom questioning technique in English language classroom?
- ii. What roles does classroom questioning play in English language classroom?
- iii. What are the factors affecting classroom questioning?
- iv. How can teachers utilize questioning technique/strategy for bringing pedagogical efficiency in ELT classroom?

1.5 Significance of the Study

This study can be significant to the English language teachers who are oriented towards the creation of interactive classroom for enabling their students to use language communicatively. As this study aimed at exploring the understanding and practices of classroom questioning in English language classroom, it can be significant to all the English language teachers for getting insights into the role and importance of classroom questioning, affecting factors and its effective implementation based on the real experiences of teachers. Therefore, it can be an important research work for enabling the teachers to implement classroom questioning techniques so as to promote interaction in the classroom. Similarly, this study can equally be beneficial for

curriculum designers, textbook writers, English language teachers, students and schools for developing the culture of classroom questioning for promoting communicative, lively, and responsive classroom environment. Finally, this study can be significant to all who are interested in conducting research on classroom interaction and the role of classroom questioning in the ELT classroom.

1.6 Delimitations of the Study

This study was delimited to the exploration of teachers' understanding and perception of classroom questioning focusing on the roles and affecting factors in English language classroom from teachers' perspectives. Similarly, this study was delimited to four secondary level English language teachers from four different public schools of Sankhuwasabha district using convenience sampling technique. Likewise, the research tool was delimited to in-depth interview for the collection of required data. Finally, the data analysis procedure was also delimited to thematic approach.

1.7 Operational Definition of the Key Terms

It is necessary to define some of the specific terminologies which are frequently used in our research. It helps for understanding the key aspects of the research. These are the contextual or working definition of the key terms which may differ from their dictionary definitions. Here, I have used some of the key terms and their working definition in my research:

Classroom Questioning: In this research, 'classroom questioning' refers to one of the teaching techniques /strategies that includes the questioning behavior of both the teachers and the students in ELT classroom.

Question: In this study, 'question' refers to an stimuli in the form of written, verbal or nonverbal cues used for triggering certain responses. It may be a word, phrase or sentence that seeks information in the classroom.

Questioning:In this study, questioning refers to the technique or strategy of asking questions in ELT classroom.

Secondary Level: Secondary level refers to the grades from 9 to 12 in Nepal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

Review of related theoretical literature is a must in order to make any research work valid, reliable and authentic. It is a critical study and analysis of the existing relevant books, articles and studies for indicating the gap in knowledge, determining our focus of area, providing theoretical and conceptual framework, deciding the methodology of the study, and supporting our ideas on particular issue.

2.1.1 Approaches, Methods and Techniques of English Language Teaching

In the field of English language teaching, a number of approaches, methods and techniques have emerged and are still emerging. With the realization of the need and significance of English language teaching, different ways of language teaching have been emerged in the history of ELT. The evolution of these approaches, methods and techniques can be traced back to the monopoly of Grammar Translation method to the present era of post-method pedagogy and eclecticism. At present, communicative approaches, methods and techniques are highly focused with the aim of developing communicative abilities in the students.

Regarding language teaching approaches, methods and techniques, Anthony (1963, as cited in Richards and Rodgers, 2014) presents the following definition:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the

orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementational-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (p.21).

It indicates that approaches, methods, and techniques are mutually interrelated. They have heirarchical relationship in the sense that, approach is the theoretical foundation, method is the procedure of language teaching developed in accordance with the selected approach, and techniques are the specific tricks or contrivances used to implement that method in the real classroom.However, we cannot separate these as they occur simultaneously in the process of teaching and learning.

Here, classroom questioning can be taken as one of the significant techniques of English language teaching which is based on the principles of communicative approaches and methods. This is the specific technique, strategy or tool which functions as the constituent elements of any communicatve classroom. The effective implementation of this techniqueleads to interactive, responsive and motivating classroom environment which ultimately helps in developing communicative abilities in the students.

2.1.2 Communicative Classroom

The main objective of second language teaching is to enable the learners to communicate in that language. Richards and Lockhart (1994, p. 138) mentions, “Second language learning is a highly interactive process.” However, Ellis (1985, as cited in Richards and Lockhart, 1994, p.138) argues, “the quality of interaction is thought to have a considerable influence on learning.” It indicates that interaction is the key to learning a second language. However, the quality and the way interaction takes place in the classroom has influential role for the success and failure of any language classroom. Communicative classroom can be defined as the classroom where there is the favorable environment for interaction in the process of teaching and learning. Such classrooms encourage students to interact and exchange their ideas with each other. Communicative classrooms are the product of communicative approach and methods in ELT. In this regard, Larsen-Freeman (2000) mentions:

Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. What this looks like in the classroom may depend on how the tenets are interpreted and applied (p. 121).

It suggests that there is the interdependence between language and communication. In order to implement communicative language teaching in the real classroom, its tenets, principles and assumptions should be followed properly. Classroom interaction is very crucial for encouraging the active involvement of the students in learning. For this, classroom questioning plays significant role. In this concern, Holland and Shortall (1997, p. 104) argue that “two of the most common ways in which L2 teachers engage in interaction with learners is by way of asking questions and providing feedback and these deserve some consideration.” This common technique helps in the creation of communicative classroom with which different sorts of interactional activities can take place. Thus, the teachers need to have consideration regarding the

effective questioning strategies for ensuring the students' active participation in the classroom.

2.1.3 Question and Questioning

The term question simply refers to an interrogative expression used with the purpose of getting some responses or information. According to Lynch (1991, as cited in Shomoossi, 2004, p. 97), "A question is an utterance having some illocutionary effect." Similarly, Drain (2010) describes question as a sentence, a phrase or even just a gesture that indicates that the addresser wants the reader or listener to provide some information. It suggests that a question is any sentence, utterance or gesture regardless of its grammatical form. It always intends to elicit certain responses or do something. It is the most common way for activating students to produce the content being taught and learnt.

Questioning can be defined as an art or skill of asking questions. In this regard, Wilson (1997) opines that with the help of the art of thoughtful questioning we can elicit not only factual information rather we can use it for helping learners to conceptualize, making inferences and developing their creativity, imaginative thoughts and critical thinking. It suggests that, questioning is not only a mechanical technique for testing the students' knowledge rather it is an 'art' for eliciting meaningful responses. It further indicates that the questions posed to the students should not always be 'information seeking' that only measure the factual knowledge and memorization ability of the students rather they should be creative, thoughtful, imaginative and critical which help students to think deeper in the language being taught and learnt. The questions should not be asked just for the sake of questions rather they should be asked for promoting interaction, discussion and critical thinking in the classroom.

Classroom questioning is said to be one of the key strategies for the creation of lively and interactive environment. Moreover, teaching and learning is not the one-way effort rather it is a bidirectional and collaborative process in which classroom interaction plays pivotal role. Thus, classroom questioning helps in promoting active, interactive and responsive classroom environment.

2.1.4 Purposes of Classroom Questioning

Classroom questioning has been described as a technique or strategy which aims at developing communicative ability in the students. It is one of the best ways for motivating and managing the classroom as it helps in making more interesting and engaging language classroom. There can be different purposes of asking questions in the language classroom such as testing the students' knowledge and understanding, attracting their attention and for measuring their learning. Regarding the purpose of asking questions, different scholars have provided different ideas. However, the purpose of asking questions may differ from one context to another. It may differ in terms of the level of students, beliefs of the teachers, nature of students and the nature of contents. In this regard, Morgan and Saxton (1991, as cited in Brualdi, 1998) have also provided the following reasons for asking questions in the classroom:

- The act of asking question helps teachers keep students actively involved in lesson;
- While answering questions, students have the opportunity to openly express their ideas and thoughts;
- Questioning students enable other students to hear different explanations of the materials by their peers;
- Asking questions helps teachers to pace their lessons and moderate student behaviour; and
- Questioning students helps teachers to evaluate student learning and revise their lessons as necessary (p. 1).

From the above listed information about the purposes of asking questions, it can be said that classroom questioning is one of the most significant techniques/strategies in the language classroom for making the students active in learning, measuring the students' level of understanding, diagnosing their learning, managing the classroom,

creating interactive and responsive classroom, developing their habit of thinking and responding in the language being taught and developing their critical thinking ability. Therefore, classroom questioning serves several functions and purposes for enabling the learners to use that language. Thus, the teachers should pay due attention to the types of questions they pose to the students, content and the objectives of the language item being taught.

2.1.5 Types of Teacher Questions

Classroom questioning is one of the influential techniques or strategies for the creation of communicative classroom. It can be taken as an effective technique or strategy which includes both the teacher questioning and student questioning behaviour.

Teacher questions are crucial for providing English language exposure and motivating the students to use language. They are important for triggering the student responses. Similarly, the student questioning is also significant in ELT classroom as it helps in developing inquisitiveness in the students. In other words, it helps the teachers to develop both the linguistic and intellectual abilities in the students. Most importantly, in the EFL context, teacher questions play cardinal role for providing the English language exposure to the students.

While analyzing classroom questioning, the types of teacher questions are mostly focused. Ellis (1994, p. 586) states, “Teachers whether in content or classroom or in language classroom typically ask lots of questions.” However, the type of questions posed in the language classroom determines the effectiveness of any language classroom. Similarly, Durey (2010) suggests that the teachers should be well aware of the types of questions in the classroom in order to conduct effective teaching and learning. It clearly suggests that the teachers should be sensitive and aware of the questions which are beneficial for the linguistic and intellectual development of the students.

Generally, the teacher questions can be divided into two types, they are written and oral questions. In the classroom, both types of questions are used by the teachers. Written questions are used when the teacher sets a written exercise, a test or

examination. These questions aim to develop and measure the students' writing skill. On the other hand, oral questions are used mostly for developing speaking skill in the students by triggering oral responses from them. Therefore, both types of questions play significant role in language classroom if they are used properly.

Similarly, the teacher questions can also be categorized on the basis of to whom the questions are posed. In the ELT classroom, the teachers can ask questions to the whole class, to the group, or to the individual students.

Regarding the types of teacher questions, Erickson (2007) talks about three types of questions: factual, conceptual, and provocative. The factual question is concerned with seeking factual information that only measures the students' memorization ability. Similarly, conceptual question is posed for knowing whether the students have conceptualized certain notions or not, and finally, provocative question is concerned with measuring the students' criticality on particular topics. The provocative questions are thought provoking, confrontational and challenging as well. Therefore, it may trigger the students' analytical and critical responses that may lead to the enhanced level of language learning.

Although, in the field of classroom questioning different scholars have classified the types of questions differently, the classification provided by Ellis (1994) is taken as the most influential and comprehensive one. According to him, there are two major types of teacher questions. They are 'display questions' and 'referential questions'.

2.1.5.1 Display Questions

According to Ellis (1994) display questions are those for which the teacher knows the answer and the student is supposed to know the answer as well. He further mentions that this kind of questions serves to check the previous knowledge of the pupils or to test what they have already learned so far. Similarly, Brown (2001, p. 171) also defines display question as the "questions for which the teacher knows the answer and/which demand a single or short response of the low-level thinking kind." Therefore, such questions are usually asked for checking comprehension, confirmation and clarification requests.

2.1.5.2 Referential Questions

Referential questions are also called open questions to which the teacher does not know the answer. According to Brown (2001, p. 171), "referential questions, demand more thought and generate longer responses and for which the teacher does not know the answer in advance." Similarly, Shomoossi (2004, p.98) states, "Referential questions are those questions for which the answer is not already known by the teacher. Such questions may require interpretations and judgment on the part of the answerer." For these questions, the students have to express their own ideas, perspectives, and opinions on certain topics. It is commonly assumed that referential questions help not only for developing fluency but also to think openly and share their own ideas.

According to Nunan (1987), teachers ask predominantly display questions in the classroom. However, the excessive use of display questions does not allow students to relate language with their outside world and therefore they may focus on the memorizing facts. In this concern, he further opines that referential questions are more useful than display questions for having more genuine communication in the language classroom.

However, as Van Lier (in Nunan, 1989, p.30) claims that "display questions have the professed aim of providing comprehensible input, and of encouraging 'early production'." Thus, the teachers have to focus on making balance in the use of both

types of questions in order to make students produce language in the classroom. It can be said that both types of questions are crucial and beneficial for promoting interaction in the classroom if the teachers use them wisely.

2.1.6 Role of Questioning in ELT classroom

Role of questioning in the ELT classroom is undeniable as it helps creating communicative environment. In this concern, Van Lier (1988) argues that any sort of classroom questions are concerned with getting the learners produce language. It is important for providing 'comprehensible input' (Krashen, 1985) and for triggering 'pushed output' (Swain, 1985) in the sense that when teachers ask questions to the students they try to make their students understand the subject matter and also force them to produce language. Moreover, the responses of the students can also be an input for other students in the classroom. Following Kalantari (2009, p. 432), "When foreign language learners do not have a great number of tools for initiating speaking, encouraging them to formulate and answer to the questions, it provides a continued interaction that helps learners to improve their language." It suggests that while learning English language especially in EFL context, questions function as one of the effective tools for creating interactive language learning environment.

In the field of classroom questioning, a number of studies have been carried out. These all research works found that questioning is indeed an influential technique or strategy for learner achievement. Similarly, Rosenshine (1971, as cited in Brualdi 1998) found that the large amount of student - teacher interaction promotes students' achievements. Similarly, Brualdi (1998, p.1) mentions that "teachers have to know that it is possible to transfer factual knowledge and conceptual understanding through the process of asking question." Therefore, questions in the classroom play central role for finding the students' problems in learning and diagnosing them properly.

Adedoyin (2010, as cited in Hamiloglu and Temiz, 2012, p. 1) states, "Teachers' questions are of significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom, teacher questioning is an indispensable part of teaching process."

It suggests that questions are the catalytic components of any interactive and communicative classroom which engage learners in a variety of communicative and brainstorming activities in order to enhance their communicative and thinking ability. Thus, it can be said that questions are the facilitating components of an effective teaching and learning process.

2.1.7 Effective Questioning Skills

Questioning is one of the most significant techniques or strategies which is necessary for conducting effective teaching and learning. Regarding this, Klein, Peterson and Simington (1991), Frazee and Rudnitski (1995), and Nunan and Lamb (1996, as cited in Hussin, 2006, p. 1) believe, “Questioning has always been acknowledged as the stock-in-trade of classroom teachers and fundamental to outstanding teaching.” Furthermore, he opines:

Effective questioning by the teacher is believed to focus students’ attention to understand lesson content, arouse their curiosity, stimulate their imagination and motivate them to seek out new knowledge. In short, questioning, done skillfully, would elevate students’ level of thinking. (p. 1)

In the same way, Burden and Byrd (1994, and Orlich et al., 1994, as cited in Hussin, 2006) suggest:

Classroom interaction needs to be more learner-centred (Wajnryb, 1992) and teachers need to expose their students to the art of asking questions. Only when students are courageous enough to pose questions to their teacher, and to express and share ideas with their classmates will they be able to participate actively and develop their thinking skills (p. 10).

The above ideas indicate that questioning is one of the most valuable components of any language classroom. As it has a number of benefits for the creation of interactive classroom environment, the teachers should be well aware about the types of

questions and the skills in questioning. It has been clear that questioning is an art in which they should be well prepared in order to obtain the expected classroom outcomes. Effective questioning is that in which the teachers incorporate a variety of questions which are not only focused on the linguistic forms but also on the development of students' critical thinking.

Although, the questioning technique seems to be more related to teacher questions and teacher centred, the teacher have to utilize appropriate strategies or techniques for the promotion of student-centered classroom. In this regard, Ur (1996, p. 230) states, "As language teachers, our motive in questioning is usually to get our students to engage with the language material activity through speech; so an effective questioning technique is one that elicits fairly prompt, motivated, relevant and full responses." Thus, as suggested by Brown (Brown, 2001, p.169) "careful framing of questions" is necessary to promote interactive teaching. With concern to questioning skills, Ma (2008) puts:

Effective questions request teachers make preparation before class. Even if some teachers can ask questions extemporaneously, sometimes the arrangement of questioning lack logic in many situations, or there are problems in language organization and the questions cannot make students use the knowledge or skills to answer as expected (p. 94).

It suggests that the teachers need to be prepared in questioning before entering into the classroom. It further suggests that the teachers should be aware of the types of questions and the skills of asking questions. According to the nature and the purpose of the teaching items, the teachers should pose appropriate questions and also encourage the students to ask questions.

In the absence of effective questioning, the classroom becomes monotonous, unnatural and boring. As a result, the classroom becomes less interactive, less motivated and less engaged. Thus, the teachers should be an effective questioner by following the effective questioning principles.

2.1.8 Modification Techniques

It is not always the case that the questions posed by teachers are understood by the students. Sometimes, the students get confused or they do not get the idea what type of response the teacher is seeking for. In this situation, it is the duty of a teacher to facilitate his/her students in understanding the questions properly. Therefore, the techniques and strategies that a teacher utilizes for making students understand the questions are called modification techniques. Thus, it is necessary to consider the techniques that can be utilized while asking questions.

Modification technique can also be taken as the teachers' skill in asking question which has significant value for having meaningful classroom interaction. In this regard, Makhsun et al. (2016, p. 316) mention that "Questioning modifications are essential aspect of classroom interaction to improve the quality and quantity of students' responses and attention in learning process." Therefore, quality of classroom questioning is determined by the teachers' use of modification techniques. Similarly, Chaudron (1988, p. 55) argues that modification techniques heighten the comprehensibility and maintains communication.

2.2 Review of Empirical Literature

Review of empirical literature is one of the crucial aspects of any research work. It is the process of collecting and analyzing the relevant empirical works in order to find the gap in knowledge and also for getting insights into the methods and procedures of the research. The classroom interaction is an extremely important aspect of language classroom. Therefore, Ellis (1985) claims that “the quality of interaction is thought to have a considerable influence on learning.” Thus, with the realization of the possible significance, conducting researches on classroom questioning in the ELT classroom becomes worthwhile. In this section, the relevant empirical studies are briefly reviewed.

Murdoch (1999) carried out a research on “Classroom Interaction in a Korean University English Language Class.” In this paper, observation of an English Language classroom has been presented to examine classroom interactions. Observation results showed that a preponderance of display type questions caused observational findings to contrast pre-observation views on the amount and kind of learner language production and question modification appeared to increase understanding. In addition, the teacher’s policy on feedback appeared effective because students seemed pleased with the lesson. Finally, the post observation interview enabled the teacher to reflect on classroom interactions and modify or improve her behavior in future classes.

Shomoossi (2004) conducted a qualitative-quantitative classroom research entitled “The Effect of Teachers’ Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study.” The main objectives of this study was to analyze the use of display and referential questions and to explore the recurring patterns of questioning behavior and their interactive effects. The data were collected through non-participant observation. The major findings of the study indicated that display questions were used by teachers more frequently than referential questions. Similarly, it was also found that not all referential questions could create enough interaction in the classroom.

Al-Muaini (2006) conducted a research entitled “The Effect of Referential Questions on Learners’ Oral contribution.” The objective of the study was to examine the effect of referential questions for increasing the learners’ oral activities in the elementary English language classroom in Oman. For the collection of the data, the audio recording and observation sheets were used. The study found that if the referential questions are used appropriately, the learners’ oral participation can be increased in the classroom.

Durey (2010) conducted a research entitled “An Analysis of Questioning and Feedback Strategies Using the IRF (Initiation- Response- Feedback) Framework.” The main objectives of the study were to explore the types of questions he asked and analyze feedback types in his classroom. Moreover, the study was focused on examining his strategies and determine how effective they are according to current understanding of questions and feedback. The data were collected using digital recording, and talley sheets for investigating the amount of questions and feedback (quantitative), and to classify them for revealing their efficacy (qualitative). The data was analyzed that consisted of any teacher-student interaction related to questioning or correcting. From the study, it was found that the display questions and recast feedbacks were most frequently used in his classroom and it was also found that he used display questions for checking concepts and eliciting correct answers to homework. Finally, he reflected that beforeconducting this research he was not aware of the difference between display and referential questions. After looking at his own question types, he deduced that the purpose of his referential questions was to give the students a chance to create using the language paradigms presented in class. Similarly, regarding his feedback strategies he was also unaware of the frequent use of recast as a form of feedback. Finally, it was concluded that there was the lack of chances given to the students to self correct in his classroom.

Faruji (2011) carried out a research on “Discourse Analysis of Questions in Teacher Talk” which was concerned with the investigation of certain aspects of classroom verbal interaction with a focus on description and analysis of questions in teacher talk. The data were collected through recorded classroom sessions to identify the type of

the questions used by an Iranian EFL teacher teaching in a language institute. Finally after the transcription and analysis of the obtained data, the researcher identified four categories of teacher questions (factual, empirical, productive and evaluative) and their related frequency across the discourse of teacher talk.

Paudel (2011) carried out a research entitled “Types of Teachers’ Questioning in English Classroom.” The main objective of this study was to find out the types of questions asked by English teachers in the classroom. For the collection of the required data, the researcher has used classroom observation checklist in which the types of questions and frequency of different types of questions were incorporated. The data were analyzed and interpreted descriptively. The study found that, the display questions were mostly used than other questions. Moreover, It was found that, the teachers asked questions mainly to the talented and extrovert students.

Ghimire (2015) carried out an study entitled “Teachers’ Skills on Questioning in English Classroom.” The objective of the study was to analyze the questioning skills of English language teachers in terms of vocabulary level and clarity of expression, timing, reinforcement and prompting. The researcher has used qualitative inquiry, based on multi-method approach, descriptive and narrative analysis of the data. In this study, the data were collected by using questionnaires, classroom observation checklist and focused group discussion. The study found that, the teachers were using lower order questions more frequently than higher order questions. Moreover, it was found that, the teachers were found to be unwilling to provide wait-time, paraphrasing questions and prompting to the students.

Dahal (2017) conducted a research entitled “Understanding and Usage of Classroom Questioning by Mathematics Teachers: A Narrative Inquiry.” The Main objective of the study was to portray the existing classroom practices in mathematics pedagogy on understanding and uses of questioning by mathematics teachers. For this, narrative inquiry approach was used to focus on experiences of six mathematics teachers working in schools in Kathmandu Valley, Nepal, by using criterion-based selection strategy. The study was designed to explore: How do teachers narrate their experience of understanding and usage of questioning in relation to mathematics pedagogy? His

study found that the majority of the mathematics teachers seem to be conformist mathematics teacher at the beginning of their teaching career but later on, they were nonconformist by being flexible enough in questioning. Finally, it was also found that the majority of his research participants asked more questions within the simple to complex level and highly focusing on simple (low level) questioning, claiming to encourage students in mathematical discussion.

Although, a number of studies have been carried out in the field of classroom questioning, they were mostly focused on the types of teacher questions and questioning skills. Therefore, it is the first attempt to explore the roles of classroom questioning in ELT and factors affecting to it based on the real experiences of secondary level English teachers in Nepalese ELT context applying narrative inquiry research design.

2.3 Implications of the Review for the Study

Review of related literature is a must for conducting any type of research work. In order to support my study, I have collected and critically reviewed different books, journals, articles and unpublished theses which helped me developing theoretical and conceptual framework for this research. Similarly, those documents provided me valuable ideas, information and guidelines for conducting this study.

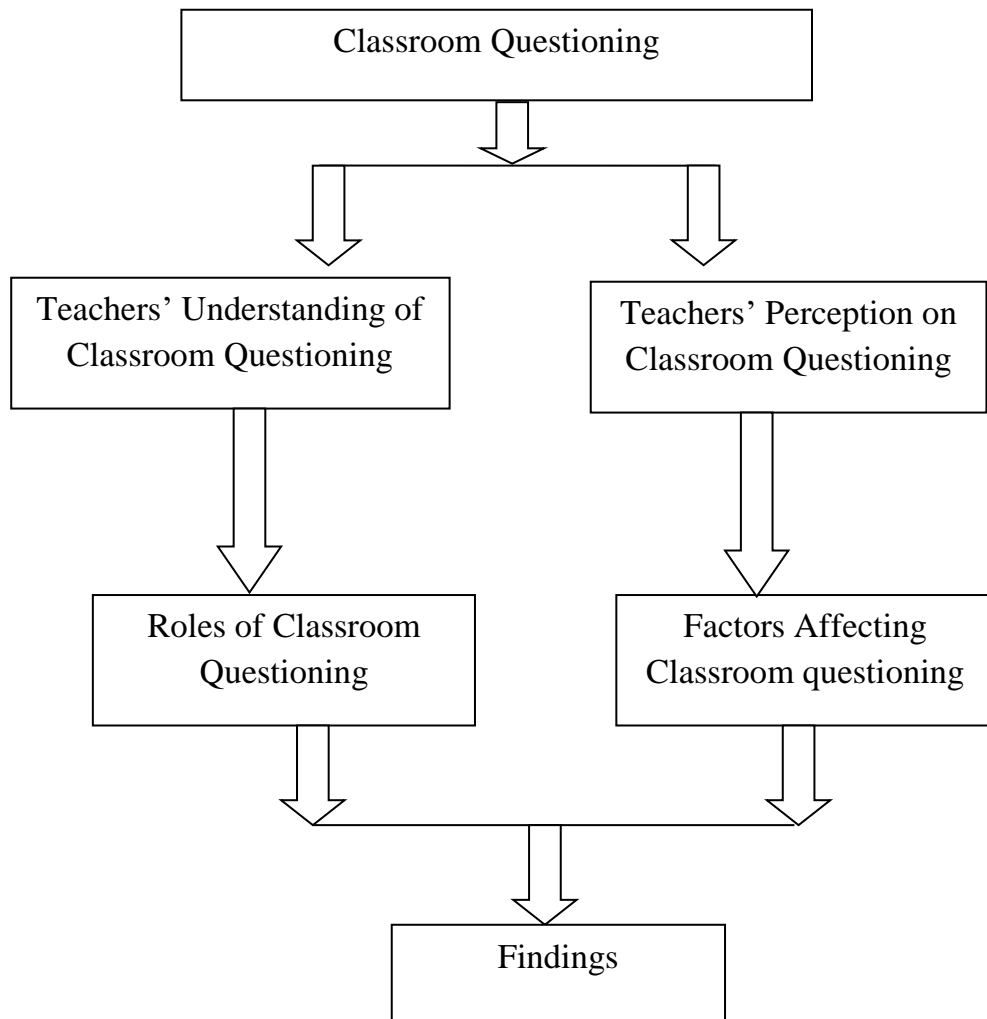
To be specific, the study of Cotton (2001) helped me form the concept of classroom questioning. Similarly, the study of Richards and Lockhart (1994), and Holland and Shortall (1997) helped me identify the relationship between classroom questioning and classroom interaction. In the same way, the study of Brown and Wragg (2002), Brualdi (1998) assisted me to learn about the purposes of asking questions. Moreover, the study of Ellis (1994), Murdoch (1999), Shomoossi (2004) helped me identify methodological techniques for this study. Finally, I have also studied some of the empirical studies carried out in the Department of English Education, Tribhuvan University and Kathmandu University. The work of Paudel (2011), Ghimire (2015) and Dahal (2017) assisted me to find out the research gap that is no research work

have been conducted on classroom questioning in the field of ELT using narrative inquiry research design in Nepal.

2.4 Conceptual Framework

Conceptual framework of a research refers to the presentation of the main ideas, theories and procedures of the study being carried out. It provides a clear picture about what a researcher did in his/her research work. Thus, it is very crucial for the researcher to conduct research in a systematic and logical way. Here, the main ideas and procedures of this study are presented diagrammatically as follows:

Classroom Questioning in English Language Teaching: A Narrative Inquiry



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of the methods and procedures on the basis of which the research has been carried out. It includes the discussion on design and method of the study, population, sample and sampling strategy, data collection tools, sources of data, data collection procedures, data analysis process and ethical considerations.

Research can be defined as a systematic process of investigation in order to find the truth or answer certain questions. In the words of Kumar (1999, p. 9), “research is a way of thinking. It is the process of describing a series of sequential steps beginning with the identification of a research problem, then to a statement of a conceptual model, data collection and finally analysis and conclusion.” Likewise, Best and Kahn (2010, p. 15) state, “research is a systematic and objective analysis of recording of controlled observation that may lead to the development to generalization, principles or theory, resulting in prediction and possibly ultimate control of events.”

After analyzing the definitions of research given by different scholars, it can be said that research is indeed a systematic, scientific, critical, valid and empirical process of investigation in order to discover something new or for exploring more about the previously done studies. Moreover, it can be said that research is the process of revealing the truth by following systematic methods and procedures.

3.1 Design and Methods of the Study

Research design is a structure, plan or strategy for investigating on the particular area or issue. In the field of educational research, we can find a number of research designs. However, the selection of research design depends on various aspects like, the nature of the topic being investigated, objectives of the study, available sources, and tools of data collection and so is the case with the selection of research design for my study as well.

In this research, I have used narrative inquiry as a research design. According to Connelly and Clandinin (1990, as cited in Ferguson, 2013, pp. 43-44), narrative inquiry is “the study of experience as story, then, as first and foremost a way of thinking about experience or as the study of the ways humans experience the world.” Similarly, Schwandt (2007, p. 204) opines, “Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e. g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research.” Therefore, narrative inquiry can be taken as a process of collecting stories from the participants in the sense that it includes all the components of a story (plot, setting, activities, climax and denouement). Thus, narrative inquiry is a process of reflecting and analyzing the past experience and to retelling that experience in the story/narrative format.

As the main objective of this study was to explore the secondary level English teachers’ experience regarding their understanding, perception of classroom questioning focusing on its roles and affecting factors, I have chosen narrative inquiry research design to explore the participants’ lived experiences on the issue. Similarly, Clandinin and Connelly (1990, as cited in Ferguson, 2013), argue that the ‘experience’ of teachers should be central in classroom research so that we can have better understanding of teaching method and teaching learning environment which ultimately serves as both research method and phenomenon. Therefore, narrative inquiry research design was used for this study. Moreover, as suggested by Creswell (2007), I too believe that qualitative research is most appropriate when a problem or issue needs to be explored through the participant’s lived experiences having exploratory mindset. Most importantly, this design is more appropriate with classroom questioning because it is one of the significant topics in the area of critical research. Finally, it is useful for obtaining context sensitive information and insights regarding the issue being investigated.

3.2 Population, Sample and Sampling Strategy

The population of this study were the secondary level English teachers of Sankhuwasabha district. Similarly, four secondary level English language teachers from four different public schools of Sankhuwasabha district weretaken as the sample population for the study. For the selection of the sample of this study, convenience sampling strategy was used. I used this sampling strategy in order to choose the secondary level teachers who had at least ten years of teaching experience. Moreover, it was convenient for me to collect the required stories due to my familiarity with the place and participants.

3.3 Research Tools

In this study, in-depth interview was used as the main research tool for the collection of required data. The selected teachers' interviews were also recorded with the help of Samsung Galaxy S5 smart phone.

3.4 Sources of Data

In this study, both the primary and secondary sources of data were used.

3.4.1 Primary Sources

For obtaining the first hand information, I used primary sources. The primary sources of data were the teachers from the selected schools.

3.4.2 Secondary Sources

Secondary sources of data for this study were the books, journals, articles, dissertations and other published and unpublished materials related to this study such asCotton (2001), Richards and Lockhart (1994), Holland and Shortall (1997), Brown and Wragg (2002), Brualdi (1998), Ellis (1994), Murdoch (1999), Shomoossi (2004),Paudel (2011), Ghimire (2015) and Dahal (2017).

3.5 Data Collection Procedure

In order to collect the required data for this study, first of all, I went to the field and took permission with the concerned authorities by clarifying them about the purpose and procedures of my study. Then, I also took participant teachers' permission and fixed the time for their interview. Then, I prepared some guidelines of questions for exploring their experience on the topic. After that, I interviewed them and also recorded their interviews.

3.6 Data Analysis and Interpretation Procedures

The data were analyzed qualitatively. The data obtained from in-depth interviews were analyzed using thematic approach.

3.7 Ethical Considerations

While conducting this research, the code and conduct of research have been properly maintained. In order to maintain the ethicality, at first, I took permission from the head teachers and the participant teachers of the selected schools by clarifying the topic, objectives and procedures of the study. Similarly, I assured them the confidentiality of the information obtained from them. Likewise, I have used pseudonym for maintaining the privacy of the participants. Finally, in order to avoid the risk of plagiarism, I gave due credit to the authors for their ideas.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data collected from the interviews and informal talks with the participants were analyzed and interpreted in detail. It includes four secondary level English teachers' lived experience about classroom questioning. Their stories reflected their understanding or perspectives on the topic along with the roles, affecting factors and the ways for improving its efficiency in ELT classroom.

4.1 Analysis of Data and Interpretation of the Results

This chapter deals with the analysis and interpretation of collected data. The main objective of the research was to explore and analyze the secondary level English language teachers' understanding and perception of classroom questioning concentrating on the roles and factors affecting classroom questioning in ELT classroom. In this research, the thematic approach was used to explore the participants' experience about the practices, roles and affecting factors of classroom questioning. At first, the narratives expressed from the participants were viewed holistically and then analyzed thematically. In this study, the following major themes have been generated from the analysis of the participant teachers' narratives:

4.1.1 Understanding and Perception of Teachers on Classroom Questioning

Teachers' understanding and perception plays determining role on what and how do they utilize pedagogical techniques and strategies in the classroom. Therefore, exploring their understanding and perception on the issue was essential.

While making query on the participants' general ideas, understanding and perception on classroom questioning, the similar types of responses have been explored. From the analysis, of their narratives, it was found that each of them takes classroom questioning as one of the influential techniques/strategies that can be utilized for enhancing the level of classroom interaction and for effective teaching and learning.

Each participant agreed on the idea that classroom questioning (teacher questioning and student questioning) plays significant role in ELT classroom. In this regard, Rupak said:

Undoubtedly, I have always realized questioning as important teaching strategy in ELT classroom because it encourages or forces the students to think and talk. And also, the students' habit of asking questions in the class indicates their interest and motivation in the topic being taught which is helpful for learning any language effectively.

If we analyze Rupak's idea on the topic, it can be said that he takes classroom questioning as a useful strategy for involving students in interactional activities. In other words, it clearly indicates that classroom questioning is the crucial technique/strategy for stimulating the students' responses. Most importantly, it helps to create engaging and motivating classroom environment where both the teachers and students involve in meaningful interaction. He further recalls his memory of his school days that he was a talkative student and used to ask a number of questions in the classroom. In the same way, Lalit argued:

I cannot imagine any classroom without questions. Questions are the key components of any language classroom. It helps both the teachers and students to learn from each other. It is an undeniable aspect of classroom pedagogy which helps to create responsive and natural classroom environment.

From the extract of Lalit, it can be said that he takes or perceives classroom questioning as an unavoidable part in ELT classroom which helps to create a communicative classroom environment. Furthermore, it also suggests that both the teachers and the students can be equally benefited in ELT. Moreover, it helps to develop the students' speaking abilities through continued classroom interactions in a

meaningful way. According to him questions helps us create a natural classroom environment in ELT classroom. In the same way, Nabaraj articulated:

Unquestionably, classroom questioning functions as a simple but powerful pedagogical tool in ELT. It helps us create a sound environment for teaching and learning English language. The main goal of teaching English is to enable students to use English language in meaningful situation. For that, classroom questioning strategy helps us greatly for achieving that goal. Therefore, it is indeed a useful tool ELT classroom.

From the analysis of Nabaraj's opinion, it can be said that he takes classroom questioning as a useful strategy which helps us create a favorable environment for having interaction in meaningful situation. Most importantly it helps us achieve the goal of present ELT classroom. Similarly, Debaki also expressed her strong belief that classroom questioning is the best technique in ELT classroom. In this regard, she opined:

In my opinion, classroom questioning is the main technique for making the classroom communicative and learner centered. Through questioning technique, we can develop the students' achievements in English language. It is crucial for making students ready for learning and evaluating their level of achievement. I think, classroom questioning is needed in the class just like the oxygen is needed for our life. I mean, without oxygen we cannot live and without classroom questioning as well the classroom becomes dead.

The above-mentioned ideas of Debaki signify that she has positive perception on classroom questioning. Furthermore, it can be assumed that classroom questioning helps us arouse interest in the students and direct them towards the content being

taught. Most interestingly, her comparison of classroom questioning with oxygen signifies her positive attitude on it.

If we analyze and generalize the participant's general understanding and perception on the topic, it can be said that all of them strongly believe and agree with the idea that classroom questioning is an influential teaching technique or strategy that we can utilize for making lively, engaging, responsive and meaningful learning environment. Therefore, classroom questioning functions as the key mechanism for the creation of suitable learning environment in ELT classroom.

4.1.2 Roles of Classroom Questioning in ELT Classroom

To find out the roles of questioning in the ELT classroom, the participants were asked to put their views on it on which they came up with different ideas. They explored some striking ideas being based on their own classroom experiences. The following roles have been identified from the narratives of the participants:

4.1.2.1 Survival Technique in the Initial Phase of Teaching Career

The beginning phase of teaching career is also known as a survival phase. The starting phase of teaching is extremely important in any teachers' life. Generally, novice teachers face a number of challenges and difficulties in the classroom. As a novice teacher, he/she has to implement the pedagogical knowledge in the real field in which most of them face different problems.

Regarding the role of classroom questioning, most strikingly, from the narratives of Rupak, it was found that classroom questioning helps teachers survive in the classroom. He opined:

As a novice teacher, I used to ask many questions to the students. I used this questioning strategy especially for motivating the students and engaging students in thinking activities. I think classroom questioning strategy helped me greatly to adjust, survive and make me feel comfortable in the ELT classroom.

From the above-mentioned extract from Rupak, it has been clear that asking questions in the ELT classroom is one of the best strategies that a novice teacher can utilize for their survival. It can be used as an effective strategy, especially, by a novice teacher for managing and motivating the classroom. It further suggests that throwing questions to the students stimulates the students to think and respond on the topic being discussed. Most importantly, it can also be said that teacher question decreases the teachers' stress and burden in the classroom and make them feel confident in the classroom.

In a similar vein, Nabaraj also expressed similar idea that classroom questioning, especially, teacher questions are of great assistance for novice teachers. He opined;

Because of the lack of experience, it was very difficult for me to stand in front of the students in English subject class. At the initial phase of my teaching career, I was not too confident in the classroom. It was very difficult for me to manage the class and motivate the students. However, I started asking many questions to the students which helped me motivate them, manage the classroom and identify their level easily.

If we analyze the narratives of Rupak and Nabaraj, we can find the common utilization of classroom questioning in ELT classroom. In other words, as a novice teacher, they both shared their experience of motivating and managing the classroom through questions. We can relate their ideas with the ideas of Ginns, Heirdsfield, Atweh and Watters (2001, p. 110), "The first year of teaching is an important phase in any teacher's professional growth because the school and classroom experiences of beginning teachers may either catalyse or inhibit a lasting commitment to effective teaching." The above extracts also indicate that while starting our career as a novice teacher, asking questions indeed help us for being familiar with the students' level of learning and adjusting our pedagogical practices accordingly. Most importantly, as a novice teacher, we can make use of classroom questioning strategy for motivating and managing the ELT classroom. Although, the teachers may have pedagogical

knowledge that they have learned throughout their academic career but putting that knowledge into practice is indeed a challenging job. However, asking questions in the classroom is a simple and worth using technique/strategy that teachers implement for adjusting them in new classroom environment as a novice teacher.

4.1.2.2 Key to Interactive Classroom

Classroom is a place where most of the pedagogical activities take place, especially between the teachers and the students. A good language classroom is supposed to be interactive enough. In this study, the participants strongly expressed their idea that classroom questioning plays crucial role for creating real communication in the classroom. In this concern, the Debaki argued:

Undoubtedly, classroom questioning plays central role for creating interactive classroom environment. I think, without questions we cannot imagine interaction. With the help of questions, we can introduce varieties of communicative activities in the classroom, such as, role play, information gap activities and collaborative activities. So, it is the most useful technique in ELT classroom.

It further suggests that classroom questioning is not a separate technique rather it occurs simultaneously while conducting different types of teaching learning activities in the ELT classroom. It helps us for devising or conducting other types of interactional activities that involve the information sharing activities collaboratively. Thus, classroom questioning can be taken as a key for the creation of interactive classroom. In a similar way, Lalit articulated:

In my view, interaction presupposes the question-answer activities in the classroom. In our context, classroom questioning is one of the effective techniques for creating interactive and natural classroom. We cannot separate

teaching and questioning. Umm...I mean, they are mutually related to each other as they occur simultaneously in teaching learning process.

The above extract from Lalit's narratives signifies that classroom questioning indeed is one of the influential strategy for creating interactive classroom. Their ideas can be linked to ideas of Wallace (2003, as cited in Ziyaeemehr, 2016, p. 1428), "Questioning is an essential strategy for effective communication and instruction in academic setting. There is no conversation without questions, unless one wants to include in a monologue." In our Nepalese context where there is less chance of using English in natural environment, classroom questioning functions as one of the effective strategies for the creation of natural classroom environment. Most importantly, his ideas further signify that questioning is an indispensable part of teaching learning process which go together in the classroom.

4.1.2.3 Evaluative and Diagnostic Tool

Classroom questioning is not only the teaching technique or strategy rather it functions both as teaching and testing tool. In other words, we can teach different skills of language interactively and we can evaluate the students learning and implement appropriate strategies in the ELT classroom. In this regard, Rupak expressed his view as follows:

In my view, both the teacher and the student questioning are greatly helpful for identifying the current level of students' learning. It helps to find out strong and weak parts of the students and improve their level of knowledge and skills.

With the help of questions, we can locate students' current level of understanding and use appropriate pedagogical techniques in the ELT classroom. It helps to understand how much of the objectives have been accomplished.

From the extract of Rupak, it can be said that classroom questioning is an effective tool for evaluating the students' achievement in ELT classroom. In other words, if we pose questions to the students we can easily identify whether they understood the subject matter or not and utilize appropriate technique for teaching. Moreover, the questions posed by students also indicate their current level of learning and learning difficulties which helps teachers to devise appropriate methods and strategies for their effective learning. In the same way, Lalit opined:

Classroom questioning plays a great role for evaluation of students' achievement in English language. I think, Umm....teaching and testing go together in the classroom. I mean, with the help of questioning technique we can test students' level of English language. Not only that, we can find their

learning difficulties and diagnose them accordingly. In my class, I always try to analyze the responses of my students on my questions. Basically, it provides a clear picture of their level and difficulties in learning. So, it helps me reflect upon my pedagogical practices and modify appropriately.

If we analyze the ideas expressed by Lalit, it can be said that classroom questioning plays a vital role for evaluative and diagnostic purpose in ELT classroom. It also indicates that teaching and testing are intricately interwoven to each other in the sense that without teaching testing becomes ineffective and in the absence of testing teaching becomes worthless. Therefore, it can be claimed that questioning functions as an effective tool for evaluating students' learning and also helps us reflect upon our own pedagogical practices. Thus, the above-mentioned opinions of the participants clearly indicate that classroom questioning is a powerful tool for both teaching and testing purposes through which we can locate the learners' areas of difficulty and diagnose them accordingly.

4.1.2.4 Development of Language Skills

The development of English language skills (reading, speaking, writing and listening) was another significant role of classroom questioning which was explored from the participants' narratives. As classroom questioning technique is directly related to speaking skills, each participant strongly shared their idea that classroom questioning helps us develop speaking skills. However, some of them interestingly opined their idea that it can also be utilized for developing reading, writing and listening skills in ELT classroom. While conducting any kind of classroom activity related to any language skills, we can utilize questioning strategy for enhancing their level of English language skills. In this concern, Nabaraj explored:

In my view, basically, we can develop oral skills along with other three skills (listening, reading and writing) as well through classroom questioning. In my English subject class, I utilize questioning technique for teaching all the

language skills. For example, while teaching speaking skill, I provide different types of conversational tasks followed by different questions. While teaching reading and listening skills, I pose a number of questions in pre, while and post teaching activities which helps students to be fully engaged on the given task. Likewise, while teaching writing skills, I ask many questions related to the subject matter which helps students to conceptualize and memorize the things to be written and also develop their level of confidence in writing. For example, while writing an essay on dowry system in Nepal, we can ask many questions to the students such as: What is dowry system?, What is the condition of dowry in Nepal?, In which part of our country it is more practiced?, Is this system good or bad?, What are the negative impacts of dowry system?, How can we remove this system? What can you do as a student? etc. So, these types of questions really help students to conceptualize the subject matter and make their writing well organized.

If we analyze his detailed exploration regarding the role of classroom questioning for developing English language skills, it can be said that with the help of questioning technique or strategy we can develop both the productive and the receptive language skills in ELT classroom. Although, this technique/strategy seems to be associated mostly with speaking skills, all the four language skills can be developed through it. Most importantly, it can be said that classroom questioning is one of the influential and high range techniques or strategies that can be used for teaching any language skills. Hence, classroom questioning can be used for teaching all the language skills.

4.1.2.5 Grammar Teaching

Crystal (2003, p.190), defines grammar as comprised of rules which determines the way of communication system. Therefore, it is a set of rules for the production of correct form of language. There are different arguments regarding whether grammar should be taught or not. In this concern, Ur (1988, p.4) argues that “there is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for mastery of a language: you cannot use words unless you know how they should be put together.” It suggests that if we want to use language effectively and appropriately we should have a good knowledge and understanding of grammatical rules. It is needed for combining the words into sentences and utterances for in both written and spoken form of language. However, it is generally assumed that grammar teaching and learning is a difficult and boring thing.

From this study, it was found that classroom questioning plays a vital role for making grammar lessons more interactive, interesting and fruitful to the students. In this regard, Lalit articulated:

Umm...I think, another role of classroom questioning is that it makes grammar class interactive and enjoyable. We can use questioning techniques for teaching any grammatical lessons. While teaching grammar, we can ask different questions like, What is reported speech?, What is tense?, What is transitive and intransitive verb?, Can you make sentences using this structure? Can you find out the structure?, What are the steps in changing direct speech into indirect speech? So, with the help of questioning technique we can teach grammar interactively and interestingly. I also recall the way I used to teach grammar lessons during my initial phase of teaching career. Umm...I mostly used to write the structures and rules of grammatical items on the board and ask my students to copy and memorize them and do the exercises all the time in

the grammar class. Later, I realized that my students feel bored and less interested in the class. So, I started to ask different questions and involve them in interactional activities which helped me teach grammar effectively.

If we analyze the ideas of Lalit, it can be said that classroom questioning is one of the useful techniques or strategies for teaching grammar lessons interestingly and interactively. It also suggests that although grammar teaching and learning seems to be boring or difficult, if we introduce varieties of interactional activities in grammar lessons, indeed, we can teach grammar more easily and interestingly. Most importantly, classroom questioning allows the students to learn and use grammar in dialogue or interactional form that helps them conceptualize grammatical items and apply them in real life situation. In a similar vein, Debaki expressed:

Classroom questioning plays a great role for teaching grammar. In my class, I mostly provide certain situations in which the students have to ask questions to their friends. I provide them information-gap activities and they have to ask questions compulsorily to complete the task. For example, while teaching reported speech, I usually use chain response technique in which the students ask questions to each of their friends and tell what his/her friend told using direct and indirect speech. This type of technique is just like a game which my students like the most.

From the experience of Debaki, it can be said that while teaching grammar lessons we should use such techniques and activities which include interaction in the form of questioning. From the analysis of their narratives, it can be said that we can make grammar class interesting by using questioning technique. It can also be said that it helps teachers to make grammar teaching and learning just like a game which motivates the students in learning any grammatical items in an interactive way.

4.1.2.6 Development of Critical Thinking

From the narratives of the participants, it was found that classroom questioning technique or strategy plays a significant role for the development of critical thinking abilities in the students. In the ELT classroom, teachers not only teach the linguistic forms and rules rather the teaching of other contents also goes simultaneously. Development of critical thinking skill is the crucial aspect in today's ELT classroom. From the responses of the participants as well, it was found that classroom questioning helps teachers develop criticality in the students. In this concern, Rupak articulated:

Mostly, when we ask open ended or controversial type of questions, they think and express their own experiences and insights. Umm...for example, we can provide them some critical questions like 'How can we develop our society?, What are the causes of global warming? Which one is more powerful (money or education)?, How can we empower women in our country? There are different types of texts or contents in English subject of secondary level which includes many critical topics and ideas. So, we should ask different types of critical questions in ELT classroom which are fruitful for their linguistic and intellectual development. In my view, umm...not only the students, but the teachers can also be equally benefited with the help of classroom questioning technique. For example, while teacher asks certain higher-level questions, the students can raise different questions in order to quench their curiosity, test their hypothesis or express their logic or arguments or express their dissatisfaction on the topic. So, these types of questions certainly help students develop both their speaking as well as critical thinking abilities.

From the above comprehensive extract from Rupak, it can be said that classroom questioning is a useful technique/strategy for developing critical thinking skills in the

students. For this, higher level, open or referential questions are helpful. This idea can be linked to the idea of Far, Saifi and Etemadzadeh (2013, p. 1024) that “questioning technique is considered as the key strategy to promote students to think critically.” It suggests that if we use classroom questioning in ELT classroom by engaging the students in different types of brainstorming and critical issues, we not only can develop the students’ language abilities but also their critical thinking abilities. It further suggests that classroom questioning allows students to express their critical and creative ideas in the ELT classroom. Most importantly, it encourages students to be courageous to ask questions and respond on different types of critical and thought-provoking topics.

4.1.2.7 Classroom Management

From the study it was found that classroom questioning plays a significant role for managing the classroom. According to Tan, Parsons, Hinson and Sardo-Brown (2003, as cited in Ahmad et.al. 2012, p. 173), “Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the educant take place.”

In this study, the participants also opined their views on the issue being based upon their own classroom experiences. Most strikingly, regarding the use of questioning technique in ELT classroom, from their narratives, it has been found that they use this technique/strategy for classroom management purposes. Regarding this, Rupak opined:

Questioning technique plays a great role in English classroom. It motivates the students. Without motivating the students, all our efforts become worthless. I always arouse the students’ interests at the beginning of the lesson by asking questions about the previous day’s lesson, about that day’s lesson or other extra subject matter. So, asking some questions before starting the lesson is extremely important for managing the class.

If we analyze the above opinion of Rupak, it seems clear that we can ask some signpost questions before beginning the lesson. Similarly, Lalit also said, “The first step for effective teaching is warming up. Questioning is useful for making students ready for learning. So, it is one of the important roles of questioning in ELT classroom.”

In the same way, Debaki expressed her similar view that classroom questioning technique is useful for motivating students and managing their unwanted classroom behavior. She further articulated:

Umm...I think if we want to make our students mentally and emotionally ready for learning, questioning functions as the most powerful technique in the classroom. I ask questions to the students whenever they make unnecessary noise or show disruptive behavior. I ask questions to the individual students randomly which makes them attentive in the class.

Therefore, it has been clear from the participants’ responses that they are using classroom questioning strategy for managing the ELT classroom by motivating them towards the topic. They all expressed their similar ideas on the role of classroom questioning strategy for managing the ELT classroom. From the analysis of each participant’s narratives, it can be said that asking questions to the students attracts their attention on the topic which helps in achieving the expected learning outcomes in the ELT classroom. It can also be said that classroom questioning is one of the most effective refreshing tools in the classroom which can be regarded as the most powerful mechanism for the classroom managerial purpose.

4.1.2.8 Creating a Democratic Classroom Environment

Democratic classroom refers to such kind of classroom in which there is the freedom of expression. It is such an environment where there is no fear in the classroom. In the present time, the notion of child friendly and student-centered classroom environment is considered as an integral part of democratic classroom.

After the analysis of the participants' narratives, creation of democratic classroom environment has been found as one of the significant roles played by classroom questioning. In this concern, Rupak said, *"Asking questions to the students and allowing and encouraging them to ask question is one of the important characteristics of democratic classroom. It plays a great role for making our class democratic."* Similarly, Nabaraj also argued, *"Questioning is related to the freedom of expression. So, use of questioning strategy/technique is a best way for promoting democratic classroom."* In a similar vein, Lalit also argued, *"Classroom questioning is a humanistic approach in teaching. It is also a way of respecting our students."*

The above-mentioned ideas of the participants indicate that classroom questioning allows and encourages students ask questions whenever they get confused or have some doubts. It is related to the freedom of expression that undoubtedly helps students in their learning. From the humanistic perspective as well, it can be said if students are free to ask questions they may learn effectively. In other words, classroom questioning, including both the teacher and student questioning, helps us create a supportive learning environment following the principle of cooperation. Most importantly, if there is the fear free environment for interaction or questioning that facilitates the students' learning. If we teach our students in democratic environment the students will learn the things quickly and easily.

Thus, it can be said that classroom questioning is one of the useful humanistic and democratic strategies for involving students in learning in a free and collaborative environment. Therefore, classroom questioning plays a significant role for ensuring democratic classroom practices. However, it largely depends on the belief or ideology of the teacher.

4.1.3 Factors Affecting Classroom Questioning

As classroom questioning has been defined as a technique or strategy for effective classroom teaching and learning, both the teachers and students can greatly be benefited in ELT classroom. From the study, it was also found that all the participants had positive attitude towards its possible significance in the classroom. Similarly, it was also explored from the narratives of teachers that classroom questioning (teacher and student questioning) plays a number of roles in ELT classroom from various perspectives. However, it was also explored from the narratives of the participants that there are various factors responsible for the success and failure of this technique/strategy. Those factors were identified with the careful and detailed analysis of each participant's narratives on the topic.

The factors affecting classroom questioning in ELT classroom are described in the following themes being based upon the narratives of the participant teachers:

4.1.3.1 Personality Factors (Introvert and Extrovert)

Personality factor simply refers to the behavioral pattern or the nature or an inborn trait of an individual. According to Wright and Taylor (1970, as cited in Suliman, 2015) states, “personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time from the basis of our predictions concerning his future behavior” (p. 110). He further defines introvert as someone who is more focused on his/her feelings and emotions rather than outside issues. It means they are too shy, hesitant or feel uncomfortable to join social activities. On the other hand, extroverts are those who are mostly concerned with what is happening around them and actively take part in interactional activities. Regarding the students’ nature and their classroom questioning behavior, Rupak opined:

Umm...I think, students’ nature greatly affects their classroom questioning behavior. I can relate my own experience as a student. I was an extrovert type of student and used to ask a lot of questions in the classroom but some of my introvert friends used to poke me for asking questions to the teachers whenever they get confused. Many of my friends used to depend on my questions in English subject class. But sometimes they used to remain silent even if they did not understand the subject matter. Umm...now in my class as well some extrovert students express their ideas or ask questions quickly. They do not hesitate asking and answering questions. But introvert students do not enjoy such kind of interaction. They mostly feel comfortable while I ask them to write the answer in written form. In comparison to introvert students, the extrovert students perform well especially, in communicative activities in English subject.

From the above extract from Rupak's narrative, it has been clear that classroom questioning behavior is mutually related to the students' inborn personality traits. Their nature as an extrovert or introvert determines the extent to which they take part in interactional activities in ELT classroom. As classroom questioning is directly related with the speaking skills, those students who do not hesitate to ask questions and frequently interact in the class may have higher level of language proficiency than others who remain silent in the class and do not dare to ask a single question in the ELT classroom. Therefore, the students' introvert or extrovert nature determines how well he/she takes part in questioning and responding activities in ELT classroom. It is similar to the idea of Gass and Selinker (1994) that personality is an influential factor that determines the extent to which an individual gets success in acquiring second language. However, as a teacher we should introduce varieties of teaching learning activities using questioning techniques for addressing the need and desire of the students.

4.1.3.2 Educational Background of the Students' Family

From the narratives of the participants it was found that the family background of the students is associated with the questioning behavior of the students in ELT classroom. The family's educational background of the student is related to their socio-economic status.

In this study, the participants' experience as a student was explored in order to find out the way they were educated in their family and the way they used to take part in classroom activities. Then, their classroom questioning experiences as a teacher was also explored in order to find out the extent to which the students' parental concern on education affects their overall questioning and communicative behavior. From both types of experiences of the participants, it was found that the parents' involvement in the education of the students has significant role for the students' classroom questioning and response behavior. In this concern, Lalit explored his view as follows:

In my opinion, our guardians' concern on education plays very important role for our classroom performance. Although, I was a talented student during my school level, due to the lack of English language assistance at home, I had to struggle a lot for developing my confidence in English language classroom. As a teacher, I also noticed that those students who have good educational family background have high level of learning achievement. They interact in the class actively without any hesitation.

It suggests that the educational, social and economic background of the students' family can greatly influence the overall academic performance of the students. It is similar with the finding of Usman, Mukhtar and Auwal (2016) who identified the parents' involvement and interest in education of their children as one of the determining factors in the academic performance and achievement of the students. It can be said that students' learning achievement, interaction and classroom questioning behavior have strong connection with their parents' educational background and interest in students' learning. Therefore, if there is the frequent interaction between the students and their family members on educational matters, the students can develop their confidence in the classroom and interact with teachers properly. Most importantly, it can also be said that if there is the interactive family environment in academic concern at home, the students may develop confidence in the classroom. Therefore, the parents should pay due attention to their children's study and develop their habit of asking questions whenever they get confused or feel difficult to learn.

4.1.3.3 Teacher-Student Relationship

While having queries on the factors affecting classroom questioning, the teacher-student relationship was found to be one of the significant factors which may greatly affect the classroom questioning behavior in the ELT classroom. All the participants opined views that if there is the close or friendly relationship between teachers and students, the students also involve actively in questioning activities. In this concern, Nabaraj honestly revealed:

I do not want to be too close with the students. I try to maintain certain distance and limit in our relationship. If I treat students like friends, they make noise and engage in other non-academic activities. Because of that my class becomes less interactive. However, I encourage my students to respond and ask questions in the class frequently.

If we critically analyze the above ideas of the participant, we can say that he does not have friendly relationship with the students. Therefore, the students do not actively participate in the classroom interaction and questioning. It also indicates that because of the less friendly relationship between them, the students might be afraid of asking questions and responding to the teachers' questions in the ELT classroom. While Debaki articulated:

My relationship with students is very close and friendly. I treat them like my best friends and talk to them inside and outside of the classroom. I always encourage them and provide guidelines for improving their English. So, my students do not hesitate to ask questions and respond in ELT classroom even if they make mistakes.

It is similar to the finding of Yunus, Osman and Ishak (2011, p. 2639), "positive teacher-student relationship improves classroom management as well as the

atmosphere in the classroom making it conducive, comfortable and safe for self-learning and self-discovery.” Therefore, the teacher-students’ degree of proximity also functions as an affecting factor for determining the effectiveness of classroom questioning in ELT classroom. Hence, it can be said that the close and friendly relationship between teachers and students lessens the students’ anxiety and they tend to interact in the class voluntarily in ELT classroom.

4.1.3.4 English Language Problem

English language problem of the students was one of the significant affecting factors or challenges that were experienced by teachers for the effective implementation of classroom questioning strategy. All the participants expressed their similar view on it as they all agreed that the majority of the students do not have the knowledge of basic level of English. Due to that reason, they do not understand the subject matter at all and do not respond or ask questions in the classroom. In this concern, Debaki articulated:

I strongly agree that classroom questioning technique is extremely important in ELT classroom but it is very difficult for me to use it effectively. Many of my students do not have good base of English language. They cannot even express simple things in English. So, making classroom questioning effective without having basic knowledge of English language is just like trying to make delicious food without any ingredients.

The above-mentioned extract from Debaki’s narrative clearly indicates that the basic knowledge of English is the prerequisite for having an interactive and responsive classroom environment. Asking questions and responding to the questions involve certain level of understanding of the subject matter. In order to create communicative classroom students should have certain level of proficiency in English then only they can express their ideas and ask questions whenever they feel difficulty or get confused. However, in the context of Nepal due to the lack of basic knowledge of

English, both the teachers and the students are facing difficulty in the process of teaching and learning English. Therefore, English language problem of the students can be regarded as one of the significant affecting factors of classroom questioning.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the overall summary of the research findings and makes conclusion based on the analysis and interpretation of the collected data and ends with recommendations at policy level, practice level and for further research.

5.1 Findings

In this section, the findings of this study are presented after the analysis and interpretation of the data. As the major objectives of the study was to explore the secondary level English teachers' understanding and perception about classroom questioning especially focusing on the, roles and affecting factors of classroom questioning, the findings are also presented according to the objectives. With the analysis and interpretation of the participants' narratives of their experience, some of the striking findings have been identified. They are described under the following three thematic notions:

5.1.1 Findings Related to the understanding and Perception of Teachers on Classroom Questioning

The followings findings related to the understanding and perception of teachers on the issue were identified:

- i) All the participants perceived classroom questioning as one of the influential techniques or strategies that can be used in ELT classroom for promoting classroom interaction.
- ii) They perceived that both teacher and student questioning as significant technique for motivating and engaging students in meaningful interactional environment.
- iii) They took classroom questioning as an undeniable or integral part of interactive classroom pedagogy. They also took classroom questioning as a

major technique/strategy for making ELT classroom more communicative and learner centered.

5.1.2 Findings Related to the Roles of Classroom Questioning in ELT Classroom

After the exploration, analysis and interpretation of the teachers' narratives, some important roles of classroom questioning technique/strategy have been identified. The followings were the major findings of the study related to the roles of classroom questioning in ELT classroom:

- i) Firstly, classroom questioning functions as a defensive tool/technique/strategy for teachers for novice teachers in the beginning phase of their teaching career.
- ii) It plays a key role for the creation and maintenance of interactive and lively classroom environment. It facilitates both teachers and students during interactional activities.
- iii) Similarly, it functions as the evaluative and diagnostic tool for students' level of learning achievement and diagnosing their learning difficulties in ELT classroom.
- iv) Likewise, it was found that classroom questioning is mostly beneficial for teaching speaking skill in the ELT classroom. However, the participants opined that it can also be used effectively for teaching other language skills: reading, writing and listening.
- v) In the same way, it was also found that classroom questioning is the most significant tool or technique for teaching grammar interestingly and interactively. It is useful for teaching any grammatical items in an interactive, enjoyable and monotonous free environment in a meaningful way.
- vi) Most importantly, it was also found that it is the best tool for developing students' critical thinking abilities by involving them in various types of brainstorming, challenging and thought provoking contemporary issues.
- vii) It was also found that teacher questioning helps teachers make students ready for learning. It is the best way for managing and motivating the

students by using different types of questions while teaching any English language lesson. Sometimes, teachers were found to be using questioning technique for managing the disruptive or unwanted classroom behavior of the students.

- viii) Finally, it was also found that classroom questioning is one of the worth using strategies that respects the students' freedom of expression and encourages students to put their views as well as pose questions in the ELT classroom. Therefore, it is a powerful mechanism that helps teachers ensure the freedom of expression and democratic environment in ELT classroom.

5.1.3 Findings Related to the Factors Affecting Classroom Questioning

The next objective of the study was to explore the factors affecting classroom questioning. Based on this, the participants' narratives were analyzed and interpreted. After the analysis and interpretation of each participant's experiences, it was found that there are some factors that affect the degree of effectiveness of classroom questioning in ELT classroom. The findings related to the factors affecting classroom questioning are pinpointed as follows:

- i) From the study, it was found that personality factors of the students (introvert and extrovert) also plays determining role for the classroom questioning behavior of the students. It was found that Extrovert students tend to actively take part in classroom questioning activities and ask questions frequently as they enjoy taking risk whereas introverts tend to hesitate to take part in questioning and responding activities. However, they enjoy expressing their ideas in written form.
- ii) The study found that educational background of the family has significant role for their classroom questioning behavior. The students from more concerned and educated family where there is the frequent interaction between the students and parents on educational matters tend to have good questioning behavior in the classroom than the ones having less interactive family.

- iii) The study found that teacher-student relationship as another factor that affects the classroom questioning behavior of the students. From the narratives of the participants, it was found that strict and space maintaining teachers' classroom tend to be less interactive whereas friendly relationship between the teachers and the students encourages students to respond and ask questions.
- iv) The study found that the next affecting factor in the classroom questioning is English language problem. Lacking the very fundamental knowledge of English language restricts the students from asking questions and responding to the questions in the classroom.

5.2 Conclusion

Classroom questioning is one of the key techniques/strategies that can successfully be implemented in ELT classroom. It can be taken as a powerful pedagogical tool that has significant value for the creation of interactive, lively, and enjoyable classroom atmosphere. In order to explore the secondary level teachers' understanding and usage of classroom questioning, especially focusing on the roles and affecting factors, the narrative research design has been used. It includes the real classroom narratives of the teachers. Altogether four secondary level English teachers from four public schools were interviewed for extracting the participants' experiences on the topic. The narratives of the teachers were analyzed under different themes.

Being based on the findings of the study, it can be concluded that classroom questioning is an undeniable integral part of classroom interaction which functions as a simple but powerful teaching tool in the hands of teachers. From the study, I came to understand that classroom questioning, including both the teacher and student questioning can be taken as a pivotal aspect in the teaching learning process. It is the useful technique/strategy for making classroom interactive. Moreover, it's diagnostic and evaluative for students' learning cannot be neglected. Grammar and other skills of language are better taught with this technique. Similarly, it plays significant role for creating democratic classroom atmosphere and it can be effectively used for developing critical thinking of the students. From the findings drawn from the study, I

have realized that classroom questioning technique is extremely important for making students ready to learn. In conclusion, it can be said that classroom questioning technique/strategy is an undeniable and integral part of classroom interaction which functions as a simple but powerful teaching tool in the hands of teachers. Most importantly, it can be utilized for the linguistic, intellectual and social development of the students.

However, effectiveness of this technique/strategy can be influenced or determined by various factors. So, it can be concluded that classroom questioning technique/strategy has invaluable role for making students learn English language by engaging them in meaningful classroom interactions. Therefore, it is necessary for teachers to be well aware of the its significance as well as the factors that affect the effective implementation of classroom questioning.

In my opinion, the teachers should make use of this technique with the proper analysis of their students' level and objectives of the lesson. Moreover, the teachers should consider the affecting factors of classroom questioning in order to boost its efficiency.

Thus, it can be claimed that classroom questioning is such a constructive tool in the process of teaching and learning but can be affected by various factors which the teachers should take into consideration in order to ensure such a classroom environment which is conducive to learn English language interactively.

5.3 Recommendations

On the basis of the findings and the conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. On the basis of the findings of the study, the following policy level recommendations can be made.

- i) The policy makers should realize the significance of classroom questioning technique/strategy for enabling students to take part in meaningful interaction in ELT classroom.
- ii) From the side of policy makers, questioning has only been taken as a small part for classroom pedagogy. However, by studying and analyzing different literatures in international level and from the narratives of the experienced teachers, it is recommended to provide due consideration to classroom questioning for achieving the objectives of communicative curriculum.

5.3.2 Practice Related

Language classroom is the real field where the teachers practice the theories and principles that they have learnt during their academic career. The quality of education highly depends on the delivery technique of the teachers. Only talking about the theories, approaches, methods and techniques is not enough for an effective teaching and learning. Therefore, there should be such an environment where the teachers can practice the useful methods and techniques for enhancing the students' learning. Being based upon the findings of the study, the following suggestions can be provided at practice level in order to make classroom questioning technique/strategy advantageous for both the teachers and students in ELT classroom.

- i) The teachers should use classroom questioning as an integral part in ELT classroom for developing students' communicative skills.

- ii) The teachers should use classroom questioning technique/strategy for motivating students in ELT classroom.
- iii) The teachers should use classroom questioning technique/strategy for teaching all four skills of language and also for teaching grammar in an interactive and meaningful way.
- iv) Teachers should use classroom questioning technique not only for teaching linguistic items rather they should expose students to varieties of critical thinking activities in ELT classroom.
- v) Teachers should create stress free environment where the students can respond and ask questions in ELT classroom.
- vi) The teachers should have good rapport with students so that the students do not get afraid for interacting with teachers in the classroom.
- vii) Similarly, Teachers should also consider the students personality factors (introvert or extrovert) and create suitable environment for the practice of classroom questioning.
- viii) Teachers should consider the varied level of proficiency among the students and ask such questions from which all the students can be benefited in the classroom.
- ix) Teachers should use appropriate modification techniques and effective questioning techniques for making it more practical.

5.3.3 Further Research Related

In the field of classroom interaction and classroom questioning, a number of studies can be carried out. As the field of classroom questioning is said to be one of the extensively researched area, especially in international level. Therefore, we can conduct many studies on it in the context of our country as well. The followings are the possible researchable areas on classroom questioning that the prospective researchers can conduct in order to gain an in-depth insight into its usefulness in ELT classroom from various perspectives:

- i) Although, this study was carried out to explore the understanding and usage of classroom questioning from teachers' perspectives, the studies can be carried out from the perspectives of the students as well.
- ii) Similarly, studies can be carried out on classroom questioning from various psychological perspectives, such as, behaviorist and constructivist perspectives.
- iii) In the same way, studies can be carried out using case study research design for detailed study of the possible variables related to the topic.
- iv) The comparative studies can be carried out in order to find out the connection between classroom questioning behavior of the students and their learning achievement in ELT classroom.
- v) The experimental studies can also be conducted in this area to find out the effectiveness of classroom questioning techniques for teaching different skills and aspects of English language.

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APPENDIX - A

Format of Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Classroom Questioning in English Language Teaching: A Narrative Inquiry** under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U. Kirtipur, Kathmandu, Nepal. The purpose of my research is to explore the understanding and perception of teachers on classroom questioning focusing on the roles and affecting factors of classroom questioning in ELT classroom. The expected duration of your participation will be two hours. The main research tool will be in-depth interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely help in providing invaluable insight into effective teaching and learning of English language.

See you soon,
Pushkar Gautam, Researcher

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide will be used only for academic purpose.
- Interview will be recorded.
- Pseudo name will be used to represent you and your experience in the study.
- I hope you will cooperate with me throughout the study.

Signature.....

Name.....

Date.....

APPENDIX - B

General Interview Guidelines

The interview questionnaire has been prepared to collect information for the research work entitled, **Classroom Questioning in English Language Teaching: A Narrative Inquiry** under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T. U. Kirtipur, Kathmandu, Nepal. I hope, the informants will co-operate by providing invaluable information to accomplish my research.

1. General Information about the participants

- a. Personal information (name, age, birth place)
- b. Family history (educational background, members, parents' concern on education, socio-economic condition)
- c. Additional personal information (nature, childhood, academic level, classroom environment, activeness in classroom as student)
- d. Habit of asking questions in their school days.

2. Professional journey

- a. How long have you been teaching?
- b. When did you start your journey of teaching profession?
- c. What motivated you to enter into the teaching profession?

3. General understanding and perception on classroom questioning technique/strategy:

- a) What is classroom questioning technique/strategy?
- b) Do you think that classroom questioning technique/strategy helps in creating communicative classroom?
- c) How do you perceive this technique/strategy with regard to ELT classroom?

4. Roles of classroom questioning in ELT classroom:

- a. Have you ever realized classroom questioning as a useful teaching technique/strategy?
- b. What are the purposes of your questions in the ELT classroom?

- c. How can we get benefited with the help of this technique?
- d. What do you think are the possible roles of classroom questioning in English language teaching?
- e. What are the things that can be taught through questioning technique/strategy?
- f. Which skills of English language can be taught with this technique?
- g. What other skills can be developed through this technique/strategy?

5. Factors affecting classroom questioning:

- a. What sort of difficulty do you face while having question-answer in the ELT classroom?
- b. Being based on your own classroom experience, could you please tell me what are the factors that affect the effective practice of classroom questioning in ELT classroom?

6 Concluding ideas

- a. How can we make it more useful and fruitful for teaching English language?
- a. What suggestions do you want to give for the effective implementation of this strategy?

APPENDIX - C

The interview has been conducted to collect the viable insight for the research work entitled **Classroom Questioning in English Language Teaching: A Narrative Inquiry** under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U. Kirtipur, Kathmandu, Nepal. I hope, the informants will co-operate by providing invaluable information to accomplish my research.

SAMPLE INTERVIEW TRANSCRIPT

Researcher: Namaste, I am Pushkar Gautam from T.U, Kirtipur.

Participant: Namaste. It's me.....

Researcher: Today, I am here to take your interview for my research purpose. The title of my research is Classroom Questioning in English Language Teaching: A Narrative Inquiry. The main purpose of this study is to explore the secondary level English teachers' understanding and perception on the use of classroom questioning strategy, its roles in ELT classroom along with factors affecting its effective implementation. I hope that you will help me by sharing your ideas and experience on the topic.

Participant: That's great. Definitely, I will share as much as I can.

Researcher: Could you please tell me about your family background, childhood and schooling?

Participant: Yah! I was born in a poor family in one of the remote villages of Sankhuwasabha district. My childhood was full of struggle due to our low economic status. I was a disciplined, laborious and talented student. I used to take part actively in both curricular and extra-curricular activities. Although, my father was a common farmer he was more concerned on my study. He used to work hard for earning our living and also for my study.

Researcher: When did you start learning English?

Participant: I started learning English from grade four. I learnt the English alphabets and some simple words in that class.

Researcher: How was your performance in English during school days?

Participant: I think I was one of the good students in English subject.

Researcher: In your school days how did you interact in English class?

Participant: Umm...as a student, I used to ask many questions and also try to respond to the teachers' questions although my English was not good enough. I also remember, I used to ask questions by mixing Nepali and English language and my gurus used to laugh at me. That was somehow an embarrassing moment for me but my teachers used to encourage me to ask questions as there were no other students who used to ask questions even in Nepali or in broken English.

Researcher: What sorts of questions were asked by your teachers in English subject class?

I think they used to ask questions regarding comprehension passages. Very often, the classroom activities used to be in questioning and answering pattern during my school days. They used to ask questions frequently in the class. Our teachers used to provide us meaning of some words and we had to memorize and tell them next day. They used to ask word meanings and sometimes the teachers used to ask us to tell synonyms or antonyms or use words in sentence as well.

Researcher: How did you improve your English?

Participant: Umm...when I was in grade nine, my father asked one of our neighboring uncles to take tuition class for me. Then, I started learning English from six to eight o'clock in the morning at his home. Along with me, other three friends of mine were also used to go for the tuition classes. I learnt the basic aspects and skills of English language from him. Really, he was an excellent teacher. Asking questions was allowed in his class. He never used to get bored or angry to us even when we used to ask the same questions repeatedly. Whenever I used to get confused, I used to ask questions without any hesitation. Sometimes, our questions as well as our responses used to be of silly type but he used to give a pleasant smile and try to make us understand the things. Finally, I completed my SLC with good marks in English along with other subjects.

Researcher: How do your teachers used to ask questions in English subject class?

Participant: They used to ask questions to the whole group or to the individual students randomly. That's why we used to be attentive in the classroom. Sometimes, the teachers used to ask questions regarding the previous lesson. They used to ask both open and close ended questions. Generally, open ended questions were asked to talented students while close ended questions were asked to other students.

Researcher: What do you understand by classroom questioning?

Participant: I think classroom questioning is a useful technique for conducting teaching learning activities in the classroom. In other words, it is the use of questions for teaching learning purpose.

Researcher: What types of questions do you use in English subject classroom and which type of question do you think is more appropriate in the class?

Participant: I frequently use open and close ended questions in the class. Umm...In my opinion both type of questions are useful in English subject class. For example, close ended questions are more useful for teaching grammar or other factual things whereas open questions are useful for teaching literature or for exploring the students' creativity. Not only that, it depends on the level of students and the purpose of the lesson.

Researcher: What steps or procedure do you follow while having questioning answering activities in your class?

Participant: There is not any fixed procedure. But generally, I ask questions at the beginning of the lesson to attract the students' attention. Most frequently, I ask questions related to the previous lesson for revising the lesson and arousing my students' interest in the classroom. Sometimes, I ask other extra interesting questions which help me pull my students' attention. Similarly, I also ask questions randomly in the classroom and sometimes, I call students in front of the class and ask questions explaining or revising the contents. In my class, students must raise their hand if they want to ask questions or respond or argue or put their ideas related to the lesson.

Researcher: How do your students respond in your class?

Participant: In my class, some talented students respond to the questions quickly and frequently. Sometimes, the talented students overlap others. However, I try to make balance among them. I also give chance to other weak or introvert students in my class. I ask the same question to both type of students and encourage them to learn from each-others.

Researcher: How do you encourage your students to ask questions and respond in your class?

Participant: I encourage my students to ask questions by appreciating their queries and providing different clues and supporting ideas related to the topic. Mostly, I simplify the things and help them complete their utterances without hindering their thinking and flow of speaking.

Researcher: What roles does classroom questioning play in secondary level English language class?

Participant: I think classroom questioning plays many roles in English language class at secondary level. The secondary level English subject syllabus includes many language functions including different types of dialogue and conversational activities. So, I think classroom questioning technique helps us teach those language functions in an interactive classroom environment. Additionally, it plays a great role for developing students' thinking and reasoning power in the class. Umm...it also plays a significant role for teaching all the aspects and skills of English language effectively and efficiently.

Researcher: What are the factors that affect classroom questioning in English subject class?

Participant: In my opinion, the students' level, English language proficiency, their family background, nature and the overall classroom environment are the major affecting factors while practicing classroom questioning technique in English language teaching.

Researcher: Thank you very much for providing your invaluable time and insights on the topic.

Participant: You are welcome! And also thank you too for providing me this opportunity.