

# **TEACHERS' BELIEFS AND PRACTICES ON THE USE OF QUESTIONING STRATEGY IN ELT CLASSROOMS**

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

**Submitted by  
Arjun Dangi**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathamndu, Nepal**

**2019**

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2019**

**TU Reg. No. 9-2-489-19-2009  
Fourth Semester Examination  
Roll No.: 280058/071**

**Date of the Approval of the  
Proposal: 23/08/2018  
Date of Thesis Submission:21/12/2019**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Arjun Dangi** has completed the research of his M.Ed. thesis entitled **Teachers' Beliefs and Practices on the Use of Questioning Strategy in ELT Classrooms** under my guidance and supervision.

I recommend this thesis for acceptance.

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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.

Date:19/12/2019

.....

**Arjun Dangi**

## **DEDICATION**

**This thesis is dedicated to my Parents**



## ACKNOWLEDGEMENTS

I would like to extend my sincere gratefulness to the people who generously contributed to the work presented in this thesis. First of all, I would like to express my sincere gratitude to my thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head, who helped me from the beginning to the end by providing his valuable time, ideas, techniques and information necessary for carrying out this research work in time. His encouragement and constructive suggestions were useful to conduct this study.

Similarly, I would like to thank **Mr. Jagadish Paudel**, Lecturer, Department of English Education, Tribhuvan University, wholeheartedly, not only for his kind academic support, but also for providing me with insight on conducting research.

I am thankful to **Dr. Chandreswar Mishra**, Professor, Department of English Education, Tribhuvan University, for his advice in carrying out this research.

Likewise, I also appreciate to **Dr. Tara Datta Bhatta, Dr. Laxmi Bahadur Maharjan, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Resham Acharya** for their encouragement and valuable support.

Finally, I must acknowledge my gratitude to my parents for their unconditional support. They are the most important people in my life and I dedicate this thesis to them.

**Arjun Dangi**

## Abstract

The present research study entitled **Teachers' Beliefs and Practices on the Use of Questioning Strategy in ELT Classrooms** aimed to identify the beliefs of teachers on the use of questioning strategy and to find out the practices of questioning strategy in ELT classrooms. I used qualitative research design under narrative inquiry including three English language teachers; one from basic and two from secondary level of Dang district as the sample population of the study. The teachers were selected through purposive sampling procedure. Interview and observation were used as the tools to collect the data for this study. The study contains qualitative data only. Data were described and analyzed descriptively. The belief of teachers was that they focus on open-ended questions because these types of questions develop creativity in the learners. Teachers' belief regarding the importance of asking questions was to motivate the students, to evaluate the students whether they understood the lesson or not and to make students active. They have belief that they modify the questions if the students do not understand the questions. While observing the classes, the study revealed that teachers rarely asked open ended questions. Regarding time to ask question, most of the questions were asked while teaching the lesson. In observation, it was found that most of the questions they asked were for the purpose of evaluating the students' understanding, motivating them and actively participate in the classroom. It was also found that they modified questions when the students did not answer. The study revealed that the beliefs of teachers regarding type of questions did not match while observing their classes in the classroom. Their beliefs regarding importance of asking questions and modification of questions matched while observing their classes.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key terms. The second chapter includes review of

related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter covers all the areas of methodology such as design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretations and ethical considerations. Likewise, the fourth chapter presents the analysis and interpretation of results. The fifth chapter includes findings, conclusions and recommendations followed by references and appendices.

## TABLE OF CONTENTS

<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>ix</i>
<b>CHAPTER ONE : INTRODUCTION</b>	<b>1-6</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	3
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 Definition of the Key Terms	5
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>7-24</b>
2.1 Review of Related Literature	7
2.1.1 Classroom Interaction	7
2.1.2 Teaching Strategies	8
2.1.3 Questioning as a Teaching Strategy	8
2.1.4 Benefits of Asking Questions	9
2.1.5 Model of Teaching Strategies	11
2.1.6 Types of Questions	11
2.1.7 The Craft of Questions	13
2.1.8 Beliefs of Teachers on Questioning Strategy	15
2.1.9 Practices of Questioning Strategy by Teachers	17

2.2 Review of Related Empirical Literature	18
2.3 Implications of the Review for the Study	23
2.4 Conceptual Framework	24

**CHAPTER THREE: METHODS AND PROCEDURES OF  
THE STUDY 25-28**

3.1 Design and Method of the Study	25
3.2 Population, Sample and Sampling Strategy	26
3.3 Research Tools	26
3.4 Sources of Data	27
3.5 Data Collection Procedures	27
3.6 Data Analysis and Interpretation Procedures	27
3.7 Ethical Considerations	28

**CHAPTER FOUR: ANALYSIS AND INTERPRETATION  
OF DATA 29-48**

4.1 Analysis of Data and Interpretation of Results	29
4.1.1 Beliefs of Teachers on Questioning Strategy	29
4.1.1.1 Type of Questions	29
4.1.1.2 Time to Ask Question	30
4.1.1.3 Number of Asking Questions	31
4.1.1.4 Importance of Asking Questions	32
4.1.1.5 Number of Questions Asked by Students	33
4.1.1.6 Type of Questions Asked by Students	34
4.1.1.7 Asking Students to Ask Questions	35
4.1.1.8 Modification of Questions	36
4.1.1.9 Questioning Strategy to bring changes in Learners' Achievement	36
4.1.2 Practices of Questioning Strategy by Teachers	38
4.1.2.1 Type of Question	38
4.1.2.2 Time of Asking Question	40
4.1.2.3 Number of Asking Questions	41
4.1.2.4 Importance of Asking Questions	42

4.1.2.5 Number of Question Asked by Students	43
4.1.2.6 Type of Questions Asked by Students	44
4.1.2.7 Asking Students to Ask Questions	45
4.1.2.8 Modification of Questions	46
4.1.2.9 Questioning Strategy to Bring Changes in Learners' Achievement	47

## **CHAPTER FIVE: FINDINGS, CONCLUSIONS AND**

### **RECOMMENDATIONS**

**49-54**

5.1 Findings	49
5.2 Conclusions	51
5.3 Recommendations	52
5.3.1 Policy Related	52
5.3.2 Practice Related	53
5.3.3 Further Research Related	53

## **REFERENCES**

## **APPENDICES**