

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is on "Teachers' Beliefs and Practices on the Use of Questioning Strategy in ELT Classrooms" This introduction part of the research includes background of the study, statement of the problems, 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**

Effective teaching takes place when there is interaction between teacher and students. Ibrahim (2012, p.11) mentions" classroom interaction means a practice that enhances the development of the two very important language skills which are speaking and listening among the students. This tool helps the students not only to be competent in listening and speaking, but to think critically and share their views among their peers as well." Thus, classroom interaction helps to achieve the objectives of teaching. Kalantari (2017, p.426) states that one of the influential strategies in creating classroom interaction is questioning technique. Hence, question makes classroom interaction effective which ultimately helps to make teaching learning activities successful.

Question is a sentence which requires information. A question is any sentence which has an interrogative form or function (Cotton, 2001, p.5). It plays significant role in classroom interaction. Questioning is a vital and powerful teaching strategy, and a crucial component of just about any teaching situation (The Regents of the University of California, 2010, p.3). Thus, questioning strategy plays significant role in teaching learning activities which boosts up teaching learning process to be more effective. In the learning process, teachers play a vital role in achieving learners' higher thinking skills where in their questioning strategies can be most influential (Ocbian and Pura, 2015, p.42). That is to say teachers' questioning techniques helps learners be active and

interactive too. Therefore, questioning strategy is significant technique in teaching learning process.

According to Nicholl and Tracey (2007, p. 285), "To acquire and develop higher comprehension skill, the lecturer is required to understand questioning, to select the tool appropriately and to use questions that are varied, planned, appropriate and humanely posed." Hence, teacher as a learners' facilitator, should have the knowledge of applying good questioning strategy because, as it is already mentioned above, questioning strategy helps learners to achieve higher thinking skill which is essential to be evoked in every learners mind for obtaining objectives of teaching learning activities. Teacher asks questions for many reasons. Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information (Gast, 2013, p.1). Therefore, it is necessary to ask appropriate question in ELT classroom to develop their mental ability.

According to Guidelines of Northern Illinois University (2001, p.1)"Asking students challenging and thought-provoking questions encourages students to tap their existing mental models and build upon previous knowledge."

Teachers' beliefs on questioning strategy simply means their attitudes towards questioning techniques of teaching. Different teachers have different beliefs regarding the use of questioning techniques. Teachers believe questions should be higher level that means questions should promote deeper critical thinking. According to Almeida (2010, p.308), teachers believed that their own questions were higher level questions but when they confronted with recording, they were surprised with the reality. This denotes that teacher use lower order questions where students do not have to think in an innovative way.

Belief and practice are two different things. Whatsoever the teachers believe may not be applied in real practice. As Almeida (2010) mentions, concerning questioning pattern, there is a mismatch between teachers' perception and

beliefs. Thus this study was based on the belief of teachers on questioning strategy and their practice in English language teaching classroom and tried to find out result whether there was mismatch between beliefs and practice or not.

## **1.2 Statement of Problem**

Questions are stimulants which activate students' cognitive skills and they have functioned as a primary educational tool (Aydemir and Ciftci, 2008 as cited in Dos et al, 2016, p. 2065). But to stimulate the students' cognitive skills it is extremely necessary to possess good questioning skills for a teacher. Therefore, teacher should ask appropriate question to develop students' cognitive skills. Otherwise, the specified objective of teaching learning activities will not be met. Tofade, Elners and Haines (2013, p.8) state that teachers in the classroom and experiential environments frequently use lower order, recall type questions, and the overuse of this type of question hampers efforts to promote deeper, higher order, critical thinking in students. The statement of Tofade, Elners and Haines indicates that teachers should possess skill of asking questions. Therefore, possessing skill of asking question is a problem of this study because many teachers do not possess this skill.

In the context of Nepal, it is seen that most of the teachers use lecture method where questions are hardly asked. From my experience and I have seen other teachers' teaching strategy that higher level questions are rarely asked. This means the questions which help to develop critical thinking are seldom asked. Among other strategies, questioning strategy is also considered one of the best strategies of teaching learning activities which helps to develop skills on students but most of cases, it is found that teachers are not using questioning strategy.

Class size also determines the use of questioning strategy. In the context of Nepal, large classroom size is found in many teaching learning environment. It is very difficult to ask questions all the students. Thus, large classroom size minimizes asking adequate number of questions to the students. Large classroom size is the problem for the teachers in real practice because they cannot apply questioning strategy in the classroom.

Similarly, there is still some orthodox type of belief embedded in the mind of teachers that teachers should only deliver the knowledge. This traditional belief compels them to think that asking questions is not their task. Hence, they rarely ask the questions in the classroom.

### **1.3 Objectives of the Study**

Following were the objectives of this study.

1. To identify the beliefs of teachers on the use of questioning strategy.
2. To find out the practices of questioning strategy in ELT classroom.

### **1.4 Research Questions**

The following were the research questions for the study.

- a. What do English teachers believe on the use of questioning strategy?
- b. What kind of questioning strategies do the teachers use in the English language classroom?
- c. Do their beliefs and practices match together in the use of questioning strategy?
- d. What is the importance of asking questions?

### **1.5 Significance of the study**

Different teaching learning strategies are put forwarded by different scholars. Among them, questioning strategy is also considered one of the best strategies of teaching learning activities. This study will provide general idea about how questioning strategy help student be active and develop their cognitive skills. This study will help teachers to know about which type of questions boost up learners' ability. After getting some information from this study, teachers can adopt their strategy.

This study will be based on teachers' beliefs and practices on the use of questioning strategy. Therefore, this study will provide the general framework of teachers' beliefs and their practices regarding the use of questioning strategy. Thus, this study will also contribute to curriculum developer and other concerning

authorities by providing insights of practice of questioning strategy so that they will monitor teachers' practices and improve the problems. Therefore, this study will help to adopt and improve teaching strategies and their practices in ELT classroom.

### **1.6 Delimitations of the Study**

This study was limited to basic and secondary level English language teachers. Similarly, this study was confined to the Dang district only. Interview and observation (nine classes of each teacher) were the tools for the study. Teachers' beliefs was identified through interview and practices were identified with observation. Only three teachers were taken as the sample of this study.

### **1.7 Operational Definition of Key Terms**

- Question:** A sentence having interrogative form to ask students to know their understanding about the lesson. It is the tool of teaching strategy in this research.
- Strategy:** A technique which is used by teacher in classroom teaching. As a strategy, question is asked in this study.
- ELT classroom:** A setting where English language is taught. In ELT classroom, questioning strategy is used and its practice analysed in this study.
- Beliefs:** Attitudes or thoughts of English language teachers towards the questioning strategy. What kind of belief do the English language teachers have is analysed in this study.
- Practices:** The uses of questioning strategy in reality by English language teachers.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This is the vital part of the study which includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Related Literature**

Under this topic, I have included classroom interaction, teaching strategy, questioning as a teaching strategy, benefits of asking questions, model of teaching strategies, types of questions, the craft of questions, beliefs of teachers on questioning strategy and practices of questioning strategy by teachers. Here are reviews of some related literatures:

##### **2.1.1 Classroom Interaction**

Interaction is reaction to communicate each other. Dagarin (2016, p.128) defines classroom interaction as a two-way process between the participants in the learning process. Teacher influences the learners and vice versa. Kalantari (2017, p. 425) states that the term classroom interaction refers to the interaction between teacher and learners in the classrooms. Thus, classroom interaction is conversation between teacher and learners.

Interaction plays the important role in learning. Nunan (1991 as cited in Kalantari 2017, p. 425) stated that language is acquired because learners actively engage and interact with each other to communicate in target language. He further mentions (Aliponga, 2003, p. 426) that one of the influential strategies in creating classroom interaction is questioning technique. Where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction. Thus, for effective

classroom interaction, questioning strategy plays vital role. It is one of the effective techniques for successful teaching learning activities.

### **2.1.2 Teaching Strategies**

There are different teaching strategies formulated by different scholars like Richards and Farrel (2005). All the strategies formulated by scholars are important in their own situation to conduct teaching learning activities effectively. Therefore, teaching strategies are the key elements to give a right direction of teaching according to the level of students. According to Petrina (2007, p.127), "Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources". Thus, what kind of teaching strategies are to be used in the classroom depends on different factors like level of students, goal, objectives of teachers, content and environment. To meet all these things, a single strategy of teaching is not sufficient. Therefore, different kinds of instructional methods are formulated to meet the objectives of teaching according to different factors mentioned above. The report of Teaching and Learning Support Service (2016, p. 1-5), lists out different teaching strategies. Question and answer pair (questioning) is one of them presented by this report.

### **2.1.3 Questioning as a Teaching Strategy**

Different scholars like Richards and Farrell (2005) have presented different teaching strategies. Similarly, they have also mentioned questioning as teaching strategy. Chidongo (2013, p. 18) states " Classroom questioning is one of the most regularly employed teaching strategies. In fact, questioning is considered by many to be the most important tool that teachers have for helping pupils build an understanding and to encourage pupils to think about and act upon the material they are learning." From the statement of the Chidongo (2013), it can be said that questioning is an effective teaching

strategy which helps students to develop their learning ability and to make classroom teaching fruitful.

Similarly, Ocbian and Pura (2015, p. 43) mentions that educators believe that effective questioning techniques as teaching method can lead to successful learning of the students especially in their literature class. This view also focuses on questioning strategy is an effective teaching strategy which helps to achieve the objectives of teaching learning activities.

Yang (2006, p. 196) mentions that the teacher's questions can be considered as the most powerful device to lead, extend and control communication in the classroom. Hence, teachers' questions play vital role to create interaction between teachers and students which helps learners to be active. But to ask question, teachers should have some sort of skills. Long, Blankunberg and Butani (2015, p. 40) state that questioning is a challenging teaching tool and even experienced, well meaning educators occasionally make mistakes. Teachers often rely heavily on recall-based questions that fail to stimulate deeper thinking and can cause learners to disengage.

Tofade, Elners and Haines (2013, p.1) says that questions have long been used as a teaching tool by teachers and preceptors to assess students' knowledge, promote comprehension, and stimulate critical thinking. Different kinds of teaching strategies are formulated by different scholars. Among them, questioning strategy is also considered as one of the effective teaching strategies which help to improve the quality of teaching learning activities and hence enhance the students learning achievement.

#### **2.1.4 Benefits of Asking Questions**

According to Frager (1979, p.3) questioning is considered to be an important aspect of instruction and learning because the effectiveness of its employment by teachers and students in schools is closely related to the accomplishment of educational goals. Thus, questioning strategy plays vital role to make



classroom interactive and enriches the quality of teaching learning activities. This strategy has been used from traditional time to now. Tofade, Elners and Haines (2013, p.1) says that questions have long been used as a teaching tool by teachers and preceptors to assess students' knowledge, promote comprehension, and stimulate critical thinking.

Asking questions in the classroom have several benefits which eventually helps to upgrade the quality of teaching learning activities. It helps to understand the message when one gets confused in any content. Likewise, it helps students to be active in the classroom. Dos et al (2016, p.2066) state that asking questions is one of the most important aspects of teaching, and can be highly effective when used appropriately. Dos et al (2016) further provide some benefits of asking questions: Motivating students and ensuring their active participation, leading students to think and develop their own problem solving skills; storing knowledge; improving academic achievement as well as developing metacognitive thinking; and enabling students to form critical thinking skills. Therefore, asking question assists students from their active participation in the class to the development of deeper critical thinking. A good question makes learner to think and thinking helps students to analyse the things critically which later gets developed as critical thinking skills.

Ocbian and Pura (2015, p. 43) state that there are several reasons why questioning strategy is commonly used by teachers. They put forward the reasons which can be taken as benefit of asking question which are as follows:

This helps students to actively participate in classroom discussions, check their homework or seatwork completion, review past lessons, and motivate them to continue acquiring new knowledge on their own. It also aids in developing students' critical thinking skills and in evaluating accomplishment of instructional goals versus the target objectives. Overall, asking question has several advantages which assists students to achieve their goals.

### 2.1.5 Model of Teaching Strategies

As the model of instructional, Petrina (2007, p.127) classifies four types of instructional strategies:

**Didactic:** This is direct method of teaching. In this type of strategy, verbal and typically in the form of a lecture or presentation is presented.

**Modeling:** this one is also direct method of teaching. In this type of technique, visual aids are shown typically in the form of demonstration and practice.

**Managerial:** this is indirect or interactive method of teaching. Facilitation, individualization and group management are key features of this kind of strategy. Teacher facilitates by managing group to make class interactive.

**Dialogic:** this is also indirect interactive method of teaching. Socratic Technique of dialogue, questions and thought provocations are the key element of this technique. In this model of instructional strategy, questions are asked to arouse thought for the skill development.

Thus, questioning is also one of the important strategies of teaching which makes classroom interactive. There are different types of questions classified by different scholars.

### 2.1.6 Types of Questions

Different scholars have divided questions in different categories. American Journal of Pharmaceutical Education (2013), as cited in Toyfode, Elsner and Haines (2013, p. 2) classified questions in five types:

**a. Convergent:** It is closed type of question which does not offer many options. For example, do you use questioning strategy in your class?

**b. Divergent:** It is open type of question. It has many responses which permits the exploration of diverse perspectives. For example, how does questioning strategy help to increase the level of understanding of students.

**c. Focal:** In this type of question student must choose or justify a position. For example, Would you recommend the use of a fentanyl patch in a patient with a history of substance abuse? If so, why? If not, why not?

**d. Brainstorm:** It is the question that generates a list of ideas or viewpoints. For example, If you could create the ideal analgesic product, one that could be widely used in any population for various causes of pain, what features would it have?

**e. Funnel:** It is like multiple question starting broadly and gradually leading to more focused inquiry. For example, what are the record keeping requirements for a pharmacy that stocks and dispenses narcotic analgesics?

Likewise, Wilen as cited in Giacomozzi(2007, p. 2) states that questions can either be low or high-order and they can either be convergent or divergent in their design. He further states that Convergent questions may also be referred to as “convergent” questions, meaning that there is generally one accepted answer to the question. Divergent questions are divergent by nature, and not only require a student to recall knowledge from memory but also how to apply that knowledge to explain, extrapolate or further analyze a topic or problem. Similarly, McComas and Linda (2004, p.2) classified questions into two types: low order questions and high order questions or divergent questions and convergent questions.

**a. Convergent questions:** Convergent questions may also be referred to as “close ended” questions, meaning that the instructor is looking for an anticipated response that requires little original thought on the student’s part. Convergent questions will not require students to put original thought to the development of an answer.

**b. Divergent Questions:** A divergent question on the other hand, is open ended by nature. To respond to a divergent question, a student must be able to recall some information from memory, but must apply that knowledge and other knowledge to explain, extrapolate or further analyze a topic, situation or problem. Divergent questions are broader in nature, can have multiple answers, and require then a higher level of thinking on behalf of the student.

Thus, generally, questions can be divided into divergent and convergent questions. These questions are asked for different purposes. Gass (2013, p.1) proposed different reasons for asking the questions to: maintain the flow of the learning within the lesson; engage students with the learning; assess what has been learned, and check that what has been learnt is understood and applied; test student memory and comprehension; to initiate individual and collaborative thinking in response to new information; seek the views and opinions of pupils; provide an opportunity for pupils to share their opinions/views, seeking responses from their peers; encourage creative thought and imaginative or innovative thinking; foster speculation, hypothesis and idea/opinion forming; create a sense of shared learning and avoid the feel of a 'lecture'; challenge the level of thinking and possibly mark a change to a higher order of thinking; model higher order thinking using examples and building on the responses of students.

These are the reasons which make teaching learning activities effective.

### **2.1.7 The Craft of Questions**

Harris (2000) proposed the craft of questioning that involves the synchronization of several elements:

**Planning:** The teacher decides on the type and levels of questions to use, depending on the lesson. The questions the teacher asks in a review session will

be different from those he or she asks in a class devoted to the introduction to a new topic.

**Classroom environment:** The teacher should work to develop a classroom environment in which students actively listen, respond freely, and work with each other toward mutually designated goals.

**Methods:** Methods to be used during the presentation of a lesson may include wait time, listening, responding, and reflection of questions and responses.

**Reflection:** To evaluate and guide improvement in the craft of questioning, teacher should record their performance and use peer review or a personal survey to evaluate their performance and invite peer critique.

Likewise, McComas and Linda(2004, p.7) provide eight techniques of questioning:

**Phrasing:** Teacher communicates the question so that the students understand the response expectation (i.e.: no run-on questions).

**Adaptation:** Teacher adapts the question being asked to fit the language and ability level of the students.

**Sequencing:** Teacher asks the questions in a patterned order indicating a purposeful questioning strategy.

**Balance:** Teacher asks both convergent and divergent questions and balances the time between the two types. The teacher uses questions at an appropriate level or levels to achieve the objectives of the lesson.

**Participation:** Teacher uses questions to stimulate a wide range of student participation, encouraging responses from volunteering and non-volunteering students, redirects initially asked questions to other students.

**Probing:** Teacher probes initial student answers, and encourages students to complete, clarify, expand or support their answers.

**Wait Time (Think Time):** Teacher pauses three to five seconds after asking a question to allow students time to think. The teacher also pauses after students' initial responses to questions in class.

**Student Questions:** Teacher requires students to generate questions of their own. It is more preferable to raise their own questions than to ask question from the textbook because to raise own question, students need to think and understand the text.

These techniques help teachers to improve their questioning strategies to make the classroom teaching learning environment effective.

### **2.1.8 Beliefs of Teachers on Questioning Strategy**

Belief is the assumption held by individual. According to Hancock and Gallard (2004 as cited in Chidongo 2013, p.38) belief is an understanding held by an individual which guides that individual's intentions for actions. The knowledge and beliefs that the teachers have can greatly affect their methods and the way they ask questions in the classroom. Pajares (1992, p. 307) mentions that "Beliefs are the best indicators of the decisions individuals make throughout their lives." Sahin, Bullock and Stables (2002, p. 373) state that beliefs refer to teachers' thinking and interpretations of their work involving their feelings, attitudes, experiences and decisions. Thus beliefs are the thinking and attitudes of people towards certain things. Wallace and Kang (2004, p.938) mentions that humans react to language and actions based on their cultural models. Cultural models, therefore, necessarily impact communication in the classroom as teachers and students interact together. The construct of cultural models informs our research by framing the work in authentic communication between researchers and teachers and by attempting to establish a common language for reflective discourse on inquiry.

Thus, beliefs play vital role in teachers' decision and in creation of interaction between teacher and students.

Teachers' beliefs are formed due to their teaching and learning experiences. Richards and Rodgers (2001 as cited in Farrell and Mom 2015, p.851) assert that reflecting on teacher beliefs is important because teachers draw on their prior teaching and educational experiences when forming their beliefs. Furthermore, teacher beliefs not only serve to guide the individual teacher's thinking and classroom practices, but also shape their pedagogy and the very nature of classroom interactions.

Teachers have certain beliefs. According to the study of Farrell and Mom (2015, p.854), one teacher indicated that he frequently used questions that allowed students to display their knowledge. In comparison, the three other teachers said that they preferred to ask higher order questions that required students to express their opinion, reason or provide information. Another teacher stated that it is important to use questions to promote cultural awareness and inter-cultural learning. These are the beliefs of teachers regarding questioning.

The study of Wallace and Kang (2004, p. 948) found that teachers' inquiry based method was to develop thinking and problem solving skills. Similarly, the study of Pham and Hamid (2013, p.251) shows that nine teachers asked questions to check students' memory as well as understanding of both the previous and the current lessons. Seven of them wanted to get their students ready before the lesson by raising their interest, giving them prompts and motivating them to solve problems. Only two teachers claimed that their questions aimed to foster students to learn and think critically. Two thirds of the teachers noted that they took the institution's policies into consideration in deciding on the purposes of questions. This also denotes that teachers ask questions according to institution's policies because they have the beliefs that what the rules of institutions are they have to follow.

### **2.1.9 Practices of Questioning Strategy by Teachers**

No theory is fruitful unless they are practicable. Classroom is the setting where teachers can apply their knowledge and teaching experiences. They practise their experiences which they have acquired during their learning period.

According to Tofade, Elsner and Haines (2013, p.1), using questions to teach is an age-old practice and has been a cornerstone of education for centuries.

Questions are often used to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills. Hence, questioning technique has been practised for very long period. Questioning technique creates interaction in the classroom between teacher and learners which is significant to bring changes in learners' ability. One of the most common interaction structures is Initiation-Response-Feedback (IRF) sequences where teacher asks questions and students respond and teacher provides feedback. Razaie and Lashkarian (2015, p. 450) write "In this pattern, the teacher

is responsible for carrying out the first (initiation) turn as well as the third (feedback) turn of the exchange. Besides, the students are carrying out the second turn (response). Moreover, in this type of interaction, the teacher's and the students' roles are predetermined." Zhang (2012 as cited in Rustandi and Mubarok, 2017, p.247) stated that more than 50% of classroom exchanges or patterns are IRF. Thus, in this IRF model, question is asked to the students. Therefore, questions to be asked should be appropriate which could meet objectives of course and develop learners' ability.

The study of Almeida (2010, p.308) shows that even if teachers ask a huge number of questions per class, the questions posed are consistently of same kind. Teachers ask typically low level of questions. They believed that their own questions were higher level question but when they confronted with recording, they were surprised the reality. Thus, in practice, teachers used low level questions.



Similarly, the study of Tofade, Elsner and Haines (2013) shows that Teachers in classroom and experiential learning environments frequently use lower-order, recall-type questions, and the overuse of this type of question hampers efforts to promote deeper, higher-order, critical thinking in students (p.8).

Floyd (1960 as cited in Hill 2012, p.16) asserts that teachers ask 93 percent of all classroom questions. Forty two percent of the questions were on the memory level and only six percent stimulated higher level thinking. From this study it can be said that teachers ask low level questions.

Likewise, Frager (1979, p. 10) mentions the findings of Rudell's (1978) study that about 70 percent of teachers' questions during the reading lesson were at factual level. Therefore, the study of many scholars show that many teachers use closed type of questions in the classroom. As Almeida (2010) mentions, concerning questioning pattern, there is a mismatch between teachers' perception and beliefs. This means what the teachers have beliefs in their mind may not applied in practice. There seems gap between belief and practice on the use of questioning strategy in the classroom environment.

## **2.2 Review of Related Empirical Literature**

A number of researches have been carried out in the field of questioning strategy of teaching. Some of the related research works are reviewed below:

Otto (1983) conducted a research on "The Effect of a Teacher Questioning Strategy Training Program on Teaching Behavior, Student Achievement, and Retention." The objective of the study was to investigate the feasibility of training teachers in the use of a questioning technique and the resultant effect upon student learning. The study was based on experimental research design. Post-unit achievement tests were administered to the student groups to obtain evidence of a relationship between the implementation of specific types of teacher questions and student achievement and retention. Analysis of observation data indicated a higher use of managerial and rhetorical questions by the control group than the experimental group. The experimental group

employed a greater number of recall and data gathering questions as well as higher order data processing and data verification type questions. The students' post test achievement scored greater for the experimental groups than for the control groups.

Shinn (1997) carried out a research on "Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agriculture: A National Study." The primary purpose of this study was to identify perceptions of agricultural education teachers in the United States of America regarding selected principles of teaching and learning, the current use of selected instructional methods and tools and their effectiveness. The tools used most by teachers included demonstrations, discussions, laboratories, projects, contests, using real objects and supervised experience. The study was based on Survey research design and questionnaire was used as a tool to collect the data. The population for this study consisted of all secondary level agricultural instructors in the United States and 370 students were taken as a sample of this study. The major findings of the study were that the most effective teaching strategies perceived by the respondents were: laboratories, demonstrations, contests, using real objects, supervised experience, problem- solving approaches, field trips and individualized instruction.

Farooq (1998) conducted a research on "Analyzing Teachers' Questioning Strategies, Feedback and Learners' Outcomes." The major objective of the research was to observe an English language class and employing the Ethnographic approach report on the outcomes of the assigned questions. Classroom observation and recordings and transcript were used as tools for data collection. The major findings of the study were teacher frequently used five types of questions. They were referential, display questions, comprehension checks, clarification requests and confirmation checks.

Wallace and Kang (2004) conducted a research on "An Investigation of Experienced Secondary Science Teachers' Beliefs About Inquiry: An

Examination of Competing Belief Sets." The objective of the study was to investigate the beliefs of six experienced high school science teachers about (1) what is successful science learning; (2) what are the purposes of laboratory in science teaching; and (3) how inquiry is implemented in the classroom. An interpretive multiple case study with an ethnographic orientation was used. Six teachers were sample of the study. Case study was the design of the study. Observation was the research tool of the study. The findings of the study was that some teachers believed they had to present canonical concept and explanation in an efficient manner. They exhibited cultural beliefs that some students were too immature and lazy to accomplish inquiry.

Almeida (2010) carried out a research on "Classroom Questioning: Teachers' Perceptions and Practices." The objective of the study was to investigate teachers' use of questioning. Three teachers were selected as a sample of the study. Interview and audio recordings were the tools to collect the data for this study. A two months course was design to analyse the practices of questioning strategy. The study found that majority of teachers (91percent) used closed ended questions but later, after being aware of the questioning pattern, their closed questions decreased to 75 percent.

Anderson (2012) conducted a research on "Effects of Questioning Strategies on Students' Inquiry Skills During a Physics Research Projects." The major objective of the study was to improve students' inquiry skills through questioning strategy. 14 students were taken as sample of the study. Questionnaire was used to measure students' views regarding understanding of questioning and inquiry skill application. Students' responses were measured using the likert scale. The finding indicated that the use of questioning strategies assisted students in developing inquiry skills while conducting their inquiry investigations.

Thompson (2012) carried out a research on "Language Teaching Strategies and Techniques Used to Support Students Learning in a Language Other Than Their Mother Tongue." The main objectives of the research were to observe, record and analyze the strategies and techniques that Primary Year Program teachers use to implement their unit of inquiry to children learning English as a foreign language or additional language and to create a resource bank of language teaching strategies, ideas and techniques for teachers to use when implementing units of inquiry. Ten teachers were taken as a sample of this research. Case study was done for this research. The tools for data collection of this study were interviews and observation. The major findings of the study were closed questions were used more frequently than the open question. Open questions were often displayed in the classroom and related to the unit of inquiry. In discussion they were often used to discuss the unit of inquiry students were working on.

Chidongo (2013) conducted a research on "Teachers' Questioning Techniques in Mathematics at Grade 11 Level: The case of four selected secondary schools in Petauke district." The objective of the study was to investigate teachers' questioning techniques in the mathematics classroom at grade 11 level. 45 teachers and 1800 students were selected as a sample of the study. They were selected using purposive sampling strategy. They found that questions involving lower level category were found to be dominant.

Pham and Hamid (2013) carried out a research on "Beginning EFL Teachers' Beliefs About Quality Questions and Their Questioning Practices." The objective of the study was to examine the impact of teacher beliefs on their actual practice in Vietnam and to investigate the relation between teachers' beliefs about quality questions and their questioning behaviors in terms of questioning purposes content focus, students' cognitive level, wording and syntax. Thirteen EFL teachers were selected as sample population. Qualitative data collected by means of an open ended questionnaire survey and classroom

observation. The findings of the study was that although there was a general congruence between teachers beliefs and practices, there were discrepancies from modern to substantial gap between what the teachers believed and what they actually did in class. Although questioning in EFL practice can hardly be emphasized, in the literature teacher questioning strategies together with targeted cognitive levels and the type of knowledge prompted have been discussed in a rather disparate fashion.

Farrell and Mom (2015) conducted a research on "Exploring Teacher Questions Through Reflective Practice." The objective of the study was to explore the relationship between the beliefs and classroom practices of four English as a Second Language (ESL) teachers in a university language school in Canada related to teacher questions. Four ESL teachers teaching in an English for Academic Purposes (EAP) language program at a southern Ontario University were the sample of this study. Interview and classroom observation were the tools for this study. The findings revealed that although for the most part the teachers implemented their classroom questioning practices in convergence with their stated beliefs, there were some instances of divergence observed for all teachers. Potential factors contributing to the patterns of convergence and divergence are further explored. In addition, this study found that through the reflective process whereby the teachers articulated and reflected on their beliefs about their use of questions, they became more aware of the meaning and impact of these beliefs on their classroom practices.

Dos et al (2016) conducted a research on "An Analysis of Teachers' Questioning Strategies." The main objective of the study was to analyze the questioning strategies of the teachers. This study was conducted on 170 primary school teachers working in the schools located in the center of Gaziantep Province in Turkey. Data were collected through a semi-structured questionnaire prepared by the researchers, and were examined via content analysis. Explanatory mixed method design was used to analyze the research problem. The findings of this study revealed that: (1) Teachers asked divergent

questions to draw attention and interest (2) Teachers have misunderstanding of divergent and convergent questions (3) Teachers mostly ask questions to entire class than individual.

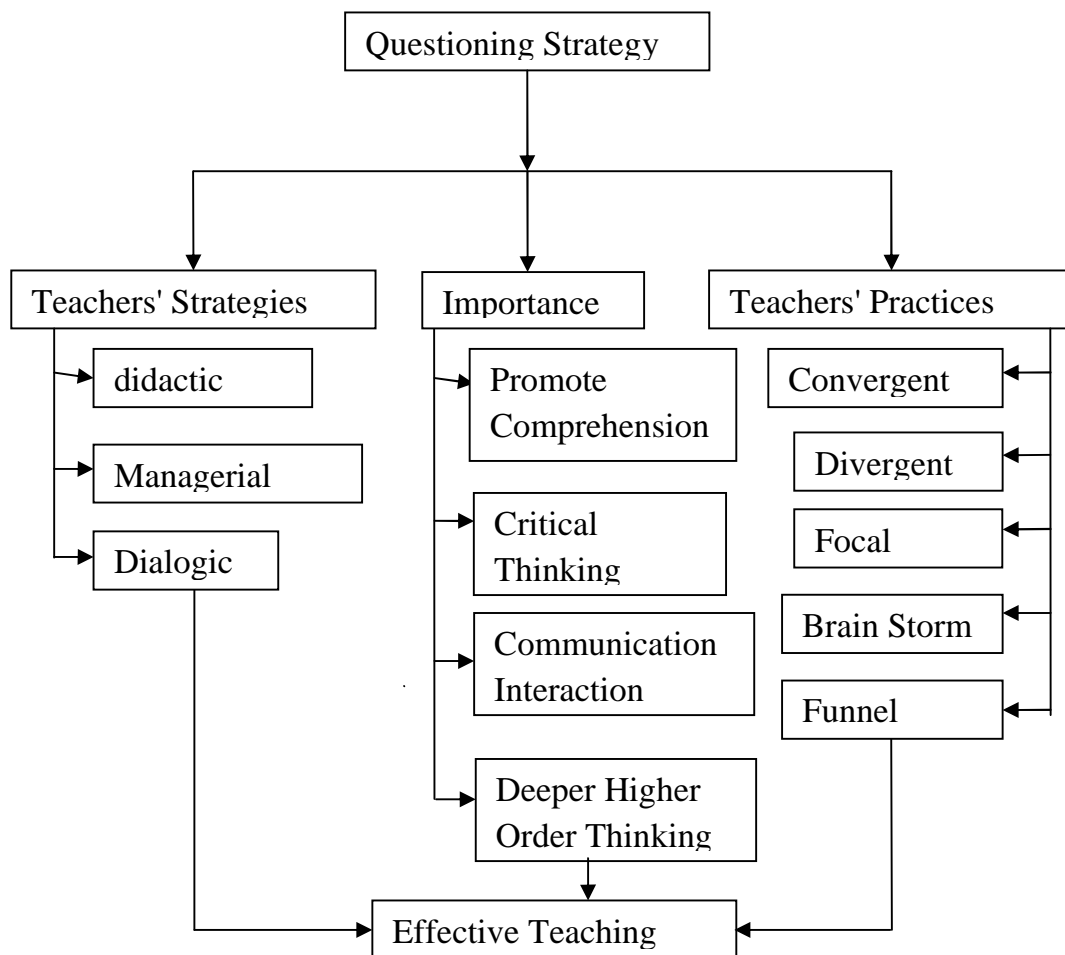
Therefore, review of previous related research is important to carry out a research because it assists a researcher by providing several techniques and insights.

### **2.3 Implications of the Review for the Study**

Previous related researches are very important in carrying out a new research. Previous researches guide a researcher to direct his/her research. The studies that I have reviewed provided me insight about methodology, process and style of carrying out a research. This study mainly focuses on the belief and practices of questioning by English language teachers. The study carried out in international context may not match in Nepalese context. This study was carried out in Dang district of Nepal. The above mentioned researches have used questionnaire, interview and recordings as a tool to collect data. This study used interview and observation as tools to collect data. To collect data through observation, nine classes of each teacher were observed. Previous researches that I have reviewed provided me insight on how to construct the questions for the interview and how to collect data from observation. In this study, I reviewed the study of Dos et al (2016), Almeida (2010) and Chidongo (2013). These studies provided me with insight of how to construct tools (questions) to analyse the belief and practices of questioning techniques. The study of Chidongo (2013) provided me the idea of transcription of interview also. Likewise, the study of Anderson (2012) provided me with clear understanding of design of the research with his explanation in the study.

## 2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. It is like blueprint of the study. It provides an outline of how we plan to conduct the research for the thesis. It is the researcher's understanding of how the particular variables in his study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher's "map" in pursuing the investigation. To be specific, the framework incorporates the soul of the study.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodologies were adopted to conduct this research.

#### **3.1 Design and Method of the Study**

The design of this study was based on qualitative research method under narrative inquiry. Being based on this design, data were analysed and interpreted qualitatively.

According to Patton and Cochran (2002, p. 2), "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis." Thus, qualitative research analysed the data descriptively rather than statistically. They further mention that qualitative methods generally aim to understand the experiences and attitudes of patients, the community or health care worker. If the aim is to understand how a community or individuals within it perceive a particular issue, then qualitative methods are often appropriate. Similarly, Kus (2003, p. 4) states that qualitative research process that is formed as opposite/alternative of quantitative research process is generally compliant with conventional epistemology. Basic assumption of conventional epistemology states that social reality is not a factual reality that exists outside of us but a process we reconstructed everyday by our acts. The main point of this construction process is understandings and interpretations of individuals. Thus, it is accepted that information of this reality can be known by understandings and interpretations of individuals. Understanding and interpretation are foremost concepts of qualitative research process that is carried out by depending on conventional methodology. Thus, in qualitative research method, data are interpreted on the basis of understanding. Therefore, in this research design, data are analysed descriptively.



According to Cropley (2015, p. 8), "The core property of qualitative research is that it examines the way people make sense out of their own concrete real-life experiences in their own minds and in their own words. Thus qualitative research contrasts with quantitative research, which focuses on the way the world is understood in researchers' minds, usually using abstract scientific concepts and terminology." Thus, in this research design, researcher uses his/her own words to interpret the data.

This study followed qualitative research method. This study is based on the data collected from interview and observation. To analyse and interpret the data obtained from interview and observation, I used qualitative research method for this study. The data obtained from interview and observation were analysed and interpreted descriptively. Therefore, I followed qualitative research method for this study.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study was three teachers one from basic and two from secondary level of Dang district. Three English language teachers were taken as the sample of this study. I purposively visited the school and purposively selected three English language teachers and nine classes of each teacher were observed. Altogether twenty seven classes were observed.

### **3.3 Research Tools**

I used both indepth interview and observation as research tools to collect the data. Interview was conducted with three English language teachers and nine classes of each teacher were observed. For the interview, recording was used to record the data provided by teachers and for the observation, I used observation diary to write the information that I observed the practices of questioning strategy.

### **3.4 Sources of Data**

Data are the information derived from informants, researches, articles etc. In this research, I collected data from both primary and secondary sources.

*a) Primary Source:* As a primary source of data collection, I collected the data from three basic and secondary level English language teachers through interview and observation.

*b) Secondary Source:* I also collected the data from secondary sources. As a secondary source, I collected data from researches, articles and journals related to this study. For that I mainly went through the study of Almeida (2010), Pham and Hamid (2013), Farooq (1998), Dos et al (2016), Shinn (1997), Chindongo (2013), Wallace and Kang (2004) and so on.

### **3.5 Data Collection Procedures**

I used interview and observation as tools to collect data from the basic and secondary level English teachers. The interview was based on beliefs of teachers on questioning strategy and observation was based on practices questioning strategy by English language teachers. At first, I visited the school purposively and establish good rapport with the teachers and then I explained the purpose of the research. Then, I took the permission of administration and teachers. Then, I took interview with three teachers and observed the nine classes of each teacher. Then data obtained from interview and observation were analyzed descriptively.

### **3.6 Data Analysis and Interpretation Procedures**

The process of data analysis started after the data collected from interview and observation. Data obtained from interview and observation were analyzed qualitatively. These data were analyzed and interpreted descriptively. I codified all the three respondents as R1, R2 and R3 for this study.

### **3.7 Ethical Considerations**

Ethical consideration is vital while conducting research. The research should not cause any harm to the participants of research. Every people have their privacy and own value and norms. The researcher should consider such things. The research should keep the participants' privacy safe. While conducting the research the researcher should able to make them believe that the research will not harm their privacy and will not put them in risk.

To conduct this research, I built the rapport with teachers. I explained the purpose of this study. Then, I provided participant consent form to read them. I made them know that their participation is voluntary. I assured them that their privacy will be kept confidential and will not cause them any harm. I assured them that their names will not be mentioned in the research and in any publications.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Analysis of Data and Interpretation of Results**

The study contained only qualitative data. The data obtained from interview and observation were analysed and interpreted with description.

##### **4.1.1 Beliefs of Teachers on Questioning Strategy**

To find out teachers' beliefs on questioning strategy, I conducted interview with three teachers one from basic level and two from secondary level in different schools of Dang district. Under this section, the data obtained for beliefs on questioning strategy were analyzed and interpreted qualitatively.

###### **4.1.1.1 Type of Questions**

All the teachers said that they used questioning strategy in the classroom. In the response to the question: "what kind of questions do you ask in the classroom?", all the English language teachers responded that they used both the divergent and convergent questions but priority is given to divergent questions because their views about this type of questions were that this type of questions increase creativity, develop problem solving skills and critical thinking ability. In this regard:

Respondent 1(R1) stated "I use both type of questions because both are really important. But I mainly give focus on divergent question because divergent question develops deeper critical thinking skills and students' creativity."

From the response of R1, it can be said that questioning strategy helps to develop creativity of students and they use both divergent and close-ended questions.

Respondent 2(R2) responded "Regarding the type of question, both convergent and divergent questions are asked but it is better to ask divergent questions

because this type of questions help students think deeply and I usually try to ask divergent questions."

Respondent 3(R3) stated "I think I use both type of questions in almost equal amount in a single class but I try to give more focus on divergent questions because in this type of questions, student have to understand the question and have to answer thinking carefully which ultimately helps to develop students' problem solving skills and creativity.

From these three teachers' responses, it can be interpreted that divergent questions are better for the development of students' creativity, problem solving skills and critically thinking capacity. Thus they indicated that they prefer to ask divergent questions.

#### **4.1.1.2 Time to Ask Questions**

I asked them "When do you ask question?" Their replies for this question were that they asked question before starting the lesson, while teaching the lesson and after teaching the lesson. Most of the questions were asked while teaching the lesson.

In the response, R1 said "I ask question at any time. I frequently ask question in the classroom and I don't set the time limit of asking questions."

This statement denotes that he can ask question at any time of classroom period. This means he may ask questions either before dealing with lesson or while dealing with lesson or after teaching the lesson.

R2 responded "I mostly ask questions while teaching the lessons rather than before and after the lesson. This doesn't mean I don't ask questions before and after the lesson but I ask very few questions in this stage."

The response of R2 indicates that he asks questions at any time but most of the cases he asks questions while teaching the lesson in excessive amount than before the lesson and after the lesson.

R3 said "I don't think there should be time limit of asking questions in the classroom. When the situation demands I ask questions. So I ask questions whenever I like or whenever situation demands for questions.

From the statements responded by all three teachers, it can be interpreted that teachers ask questions in the classroom at any time and there is no fix time limit of asking questions. This means whenever the teachers suppose to ask questions, they can ask the questions.

#### **4.1.1.3 Number of Asking Questions**

I asked teachers "how many questions do you ask in the classroom?" Their views regarding this question were that there was no limitation of number of asking the questions. It depends on the length of lesson, type of lesson and students' level of understanding. Regarding this question:

R1 responded "I think no teacher counts how many questions they ask in the classroom. I don't know how many questions I exactly ask questions in the classroom. Sometimes I ask many questions and sometimes few questions. If the lesson is related to grammar I ask many questions. I think it depends on type of teaching text."

This means teachers ask questions in the classroom but they cannot say exactly how many questions they ask. He was asked to tell answer in round figure. He said "It depends on type of lesson. I mean if the lesson is not understood by students then I have to make them understand and have to teach them clearly with examples and other ideas. So, while teaching them clearly, I ask them many questions." Thus, it can be said that number of asking questions vary from one type of lesson to another.

R2said "I cannot say how many questions do I ask students because it depends on how lengthy the lesson is and what type of lesson is it. If the lesson is difficult, then I ask many question to know whether the students understood or

not. If the students do not understand the lesson, then I ask questions. Generally, I ask 15 to 20 questions in the classroom."

The response given by R2 denotes that amount of asking questions depends on the length of lesson, type of lesson and understanding level of students.

R3 responded "I ask questions at any time. I cannot say how many questions do I ask in the classroom. Sometimes I may ask 9/10 questions, sometimes I may ask 15/16 questions. It depends on situation.

All the teachers mean to say that there is no fix number of asking questions in the classroom. How many questions are to be asked depends on the length of the lesson, type of lesson and understanding level of students.

#### **4.1.1.4 Importance of Asking Questions**

I asked them "Why do you ask questions in the classroom?" Their replies for this question were that they asked questions to motivate the students, to evaluate the students whether they understood the lesson or not, to give feedback, to develop learning ability and to make students active. In this regard,

R1 stated "Generally, I ask questions to evaluate their understanding regarding the lesson and then I provide feedback according to their answer. I check student whether they have understood is right or wrong. I mean I ask questions to clear their doubts."

This response indicates that teachers ask question to evaluate their understanding and giving feedback.

R2 put forwarded his view in this question. He said, "Asking question in the classroom is very much important because it helps to sharpen students' skills and develop their creativity. I ask question for the purpose of developing their ability to understand the lesson. I, generally, ask questions to participate them in the classroom by making them active in the classroom."

R3 said "I ask questions in the classroom to motivate the students. Sometimes students are not actively participated in the classroom. At this time, I ask questions and they carefully pay attention to the lesson. Mainly, question is asked to assess the students about how clearly they understood the text and if they did not understand the lesson, we have to make them understand the lesson through different ways such as revising the text, saying other students to help him/her, and other feedback."

The response of R3 indicates that he asked questions to motivate students, to make them active and to evaluate the students. From all the responses of teachers, it can be interpreted that teacher ask questions to motivate the students, to make them active and to evaluate the students' understanding.

#### **4.1.1.5 Number of Questions Asked by Students**

All the teachers replied that students asked question in the classroom. But in the response of "how many questions do you ask in the classroom?", they responded that it could not be said how many questions they ask. It depends on the students' level of understanding, their nature (shyness) and type of lesson.

R1 replied "I cannot say exactly how many question students ask in the classroom because sometime they ask many questions and sometimes they ask very few questions in the classroom. I think asking questions in the classroom depends on their nature and level of students also. If the student gets shy in the classroom, they do not ask questions. Students of lower grade do not ask question in the classroom but upper grade students ask questions."

This response denotes that asking questions depends on students' level and nature but teacher cannot say how many questions students ask in the classroom.

R2 said, "It is very difficult to say how many questions do they students ask in the classroom. Sometimes they ask lots of questions and sometimes few."



R3 said, "It depends on students. Some students are open minded and ask question and some students don't ask questions. Generally, I think, they ask 7/8 questions in the classroom but I cannot say exactly."

From all these responses, it can be interpreted that teachers can not exactly calculate the number of questions asked by students. The number of asking questions by students depends on students' nature and level and subject matter.

#### **4.1.1.6 Type of Questions Asked by Students**

Asking questions from students' side plays vital role for making teaching and learning activity effective. It makes classroom interactive and helps teachers to judge their students. Students sometimes ask divergent questions and sometimes ask close ended questions. I asked them "What type of question do the students ask?"

Regarding the types of questions asked by students, R1 said, "Students generally ask close-ended questions. They usually ask questions to check their own comprehension. But sometimes they ask divergent questions too"

From this response, it can be said that students ask close ended questions in excessive amount and rarely ask divergent questions.

Regarding this matter, R2 said, "I think students ask divergent questions more but it doesn't mean they don't ask close- ended questions. They ask the questions like how this happen and why and so on. I mean they ask divergent questions which require us to think a bit.

From the response of R2, it can be interpreted that students ask divergent questions which require teachers to think about the questions and answer logically.

R3 responded, "As I have experienced, students ask divergent questions in the classroom. I think if they don't understand the lesson and then they ask the questions and in this case they ask divergent questions. They ask questions

where we have to provide logical answer. I mean to say we have to answer subjective type of answer, thinking critically.

The response of the R3 indicates that students ask divergent questions in the classroom which require teacher to think over the question and provide answer.

#### **4.1.1.7 Asking Students to Ask Questions**

Sometimes students do not ask questions to the teacher because of their psychological problems like fear of teacher, shyness, hesitation to speak in front of friends and so on. At this time, teacher should encourage them to ask questions if they didn't understand the lesson. I asked them "Do you ask students to ask questions?" Regarding this question:

R1 on this question was that he asks students to ask question. He said, "I ask students to ask me questions if they are in confusion regarding the lesson. I encourage them saying if there is any question you can ask me question without any hesitation."

This statement denotes that teachers encourage students to ask question in the classroom.

R2 stated, "Most of the cases I ask them to ask me question if there is any problem regarding the text. Students also ask question in the classroom. I generally encourage them to ask me question at the end of the lesson and then only I provide them assignment."

R3 responded, "While teaching in the classroom, I generally ask them if there is any query about the lesson."

From the statement of all the teachers, it can be interpreted that teachers encourage the students to ask questions in the classroom.

#### **4.1.1.8 Modification of Questions**

Teacher should rephrase the questions if students do not understand the questions asked by the teacher. Sometimes students do not ask to rephrase the questions but teacher himself should know the psychology of the students and rephrase the questions which make students easy to reply the questions. Regarding this topic following teachers have following opinions.

R1 said, "I think every teacher modifies the questions if students do not understand the questions. Whenever I feel students do not understand the question I modify the question and ask again."

R2 responded, "I modify the questions if they do not understand the questions. Sometimes students ask teacher to repeat the questions. At that time, I repeat the questions with some modification.

R3 replied, "Students ask to ask question again. At that time, I rephrase the question and ask again. Sometimes students do not reply the answer, at that time, I think that students did not understand question and I ask them modifying the question. After modifying the question, sometimes they reply the answer and sometime they do not reply."

From the responses of all three respondents, it can be said that teachers modify the questions. They modify the question when students ask them to repeat the questions and when the teachers themselves feel that students do not understand the question.

#### **4.1.1.9 Questioning Strategy to Bring Changes in Learners**

##### **‘Achievement**

I asked them "Do you believe questioning strategy brings changes in learning achievement of students?" Their replies for this answer were "yes, it does." They said that questioning strategy help students to learn better because it

makes them actively participate in the classroom. The more students become attentive, the more they learn better. Thus, questioning strategy help them to be more attentive in the classroom. It help them to think critically which helped them to understand the lesson better.

Regarding this question, R1 replied, "Obviously, questioning strategy brings changes in students learning. It makes students active in the classroom and being active in classroom means paying careful attention towards their students which makes them learn. It also helps them think deeply and critically and I think deeper thinking helps students learn better. So, I believe that questioning strategy brings changes in the learning ability of students."

From this reply of R1, it can be said that questioning strategy brings changes in the achievement of students because it makes students active and help them think critically which helps in their learning achievement.

R2 responded, "Of course. I think good questions helps them to analyse the questions critically which helps them to think carefully. Questioning strategy awakes them. I mean it helps them to pay attention towards whatever is being taught. It assesses the students' understanding about the lesson. And I think these are the things which help in learning achievement of the students.

This opinion indicates that questioning strategy brings changes in students' learning achievement because it makes students pay attention towards the lesson, think critically and assess students' progress.

R3 said, "yes, it has many benefits for students' learning achievement. It evaluates students' achievement and helps them to get adequate feedback from the teacher so that they could improve themselves. An appropriate question helps them to think which helps to develop their thinking and analysing capacity. Teaching becomes fruitful when they themselves think and analyse the given text and provide correct answer using their own logic. And questioning strategy helps them to use their own logic while providing answer.

Therefore, it is 100 percent sure that questioning strategy brings changes in students' learning achievement."

This view also supports questioning strategy brings changes in students learning strategy because it evaluates students learning ability and helps them to think and analyse the lesson carefully and provide logistic answer. From all the responses of three teachers it can be interpreted that questioning strategy brings changes in students' achievement. It helps students to think critically, makes students active and helps to pay attention towards the lesson and evaluates students' activities. Therefore, it brings changes in students' achievement.

#### **4.1.2 Practices of Questioning Strategy by Teachers**

To find out practices questioning strategy by teachers, I observed nine classes of each teacher. Under this section, the data obtained from Practices of questioning strategy by teachers were analyzed and interpreted qualitative

##### **4.1.2.1 Types of Questions**

All the teachers used questioning strategy in their classroom. They used both kinds of questions (divergent and convergent). But the amount of divergent questions are asked in very little amount than the convergent questions. All the teachers used convergent questions in excessive number. Most of the questions they asked were convergent questions and divergent questions were less prioritized.

In the observation of R1, it was found that he used both type of questions in the classroom. Though he used divergent questions but they were few in numbers and used convergent questions more. For example, in the fourth class that I observed, he was teaching about good habit. He asked many convergent questions such as "Can you define good habit?", "Do you have problems in your life or not?", "Does education play vital role in making good habits? etc. I found that he also used divergent questions but they were very few in number.

He asked "Why your life is full of suffering?, How the improper way of eating and sleeping play vital role in your life?"

Thus, in his classes it was found that he used convergent questions more than the divergent questions which seemed that convergent questions were given focus. Therefore, it can be interpreted that though he said divergent are given more focus but it was found that his statement didn't match while observing his classes.

The questions asked by R2 were few in number. He asked 6 to 9 questions and almost all of them were convergent questions. He asked, for example, "Is there auxiliary verb or not?" Most of the questions he asked required answer having single or two words or sentences. For example, he was teaching the rules of transformation: Wh-question. He said, "Does wh-word demand answer?"

From the class observation of R2, it was found that he rarely used divergent questions and used convergent questions.

The R3 also used convergent questions in his whole classes and used some divergent questions in some classes but they were very few in number. In his teaching it was found that he used to teach the lesson line by line and ask questions which require single word answer. For example, he was teaching the lesson 'A Beggar's Dream.' He read the line "Once upon a time there lived a poor man in Gaurigaun." Then he asked question "Where did the beggar live?" Then he read next line "His name was Dhan Bahadur." Then he asked question "What was the name of beggar?"

Such types of questions were asked more in his classes. He also asked divergent question that "Why did he buy buffalos and cows?" This question made students think for few second and couldn't answer and teacher himself answered that question. The divergent questions that he asked were few.

From the observation of classes of all three teachers, it was found that although, they said that they give more focus on divergent questions because

their views regarding divergent question was that this type question increases creativity, develop problem solving skills and critical thinking ability, they rarely asked divergent questions in the classroom. Many questions were convergent type and few number of questions were divergent type. Therefore, from the observation it can be said that their belief regarding giving more focus on divergent questions did not match while observing their classes. They gave less priority to the divergent questions.

#### **4.1.2.2 Time of Asking Questions**

Teachers used question before starting the lesson, while dealing with the lesson and after the lesson. They asked question at any time whenever they prefer. They asked more questions in while teaching but only 1 to 3 questions were asked before and after the lesson taught to the students. Thus, a very little amount of questions were asked before and after the lesson but questions were asked more in while teaching the lesson.

R1 asked questions before, while teaching and after the lesson. While teaching the lesson 'Expressing Preference' he asked question 'what do you mean by preference?' before starting the lesson. There was a conversation in that topic. He asked many questions while teaching the lesson such as 'Is there relation between two cars? He asked questions after the lesson also in some classes only. While teaching about the good habit he asked question 'Who are responsible for forming your good habits?' He asked few questions after the lesson.

Thus it can be said from the observation of his classes, he asked question at any time. He asked many questions while teaching the lesson but few questions were asked before and after the lesson.

While teaching the 'Tag Question', R2rarely asked question before starting the lesson. He asked "What is tag question?" Similarly, while teaching 'transformation' he asked "How to change statement into interrogative?" In his

other classes he didn't ask questions before the lesson. He asked more questions while dealing with the lesson and it is also found that he asked question after completing the lesson. He asked questions as classwork after completing the lesson.

Thus it was found that he asked two questions before the lesson in two classes but he asked many questions while teaching and after completing the lesson than before the lesson. He asked questions as classwork after completing the lesson. From the observation of his classes it can be said that he asked questions at any time but the amount of question he asked before the lesson was not sufficient.

R3 also asked question at any time he liked. He asked questions before the lesson also. For example, in the topic 'Beggar's Dream' he asked 'Have you seen beggar?' It was also found that he asked question while teaching the lesson such as 'Where did the beggar live?' It was also found that he asked questions after the lesson such as 'Did he regret of his action?'

Thus, from his observation too, it was found that he asked questions at any time. Therefore, it was found from the observation of all three teachers that all teachers used questions before the lesson, while teaching the lesson and after completing the lesson. This means what they had said in interview was found same while observing their classes. The questions they asked before the lesson and after the lesson were very few in number.

#### **4.1.2.3 Number of Asking Questions**

There was variation in amount of asking questions in each teacher's teaching. They all asked questions in the classroom.

In most of the classes, R2 asked few number of questions in the classroom. Many of the questions he asked were in 'while teaching' section. For example, he asked only seven questions while teaching Wh-questions. But in other classes he used around six to nine questions in the classroom.



This means he asked insufficient number of questions in the classroom. It was found from the observation that what he had said in the interview didn't match while observing his classes. He had said he usually asks around 15 to 20 questions in the classroom which didn't match while observing his classes and it was found that he asked very few questions in the classes.

Regarding R1 and R3, they both asked more questions in the classroom than R2. It was found that they both asked many questions while dealing with the lesson.

From the observation of the classes of R1 and R3 they asked more questions than R2 which seems sufficient in comparison with R2. From the observation of all three teachers, it can be interpreted that R2 views regarding the number of asking the questions did not match while observing his classes because he had assumed that he asks 15 to 20 questions in the classroom but in reality it was found he asked few questions than his opinion. Whereas, R1 said he doesn't count how many questions does he ask in the classroom. While observing his classes, it was found he asked around 9 to 15 questions in the classes. Regarding R3, his views regarding this matter matched while observing the classroom. He said sometimes he may ask few questions and sometimes many questions and it was found that he asked sufficient questions in the classroom. But all the teachers said that asking how many questions depends on the situation such as length of text, type of lesson and understanding level of students.

#### **4.1.2.4 Importance of Asking Questions**

While observing their classes, it found that they asked question to make them actively participate in the classroom, and to motivate the students and to evaluate them.

Regarding R1, I found that he asked question to know whether the students understood the lesson or not. He asked questions to motivate the students

such as 'What do you mean by preference?' before starting the lesson. He used to ask question with the name of students which used to make them actively participate in the classroom.

Similarly, R2 also used to ask question to evaluate them. He used to give classwork too to evaluate them and to actively participate in the classroom.

Likewise, R3 also used questions to motivate the students. He used to ask questions before starting the lesson to motivate the students. He used to ask questions to evaluate the students such as 'Have you been to Dadeldhura?'

From the observation of the classes of the three teachers, it can be said that they asked question to make them participate in the classroom and to evaluate them and to motivate them.

#### **4.1.2.5 Number of Questions Asked by Students**

It was found that students rarely asked questions in the classroom. It was found that most of questions they asked were divergent questions. Sometimes they asked questions know whether they were right or wrong. It was found that students asked less number of questions in the classroom. They asked 1 or 2 questions in some classes. Many classes were finished without asking any questions from the side of the students.

While observing the classes of R1, students asked two questions in the classroom. While he was teaching about good habits, they asked ' What is the meaning of etiquette, sir?' 'How can we solve when some problems occur in our life?' but in other classes they did not ask any questions.

In the observation of the classes of R2, none of the students asked questions in his classes except in one class. He was teaching 'Question Tag' and he wrote a sentence 'They rarely go to restaurant, .....?' and asked them to answer. After checking the answer of some students he wrote the answer: 'do they?' Then,

one student asked 'how is this happened, sir?' Then the teacher replied to his question.

In the observation of R3 too, students didn't ask the questions except one class. When he was teaching 'Junk Food should be banned', one student asked question: 'Why should additives and preservatives not be used in junk food?' This was the question asked by student in his classes and in other classes they were just passive listeners.

From the observation of R3's classes, it can be said that students hardly ask questions in the classroom. It was found that they ask divergent question in the classroom.

In the interview, Teachers inferred that students ask questions in the classroom but they asked questions in very little amount and among them, in most of the cases, they asked divergent questions in the classroom.

#### **4.1.2.6 Type of Questions Asked by Students**

Though students rarely asked questions in the classroom, most of their questions were divergent.

In the observation of the classes of R1, it was found that students asked only two questions in his class. He was teaching about good habits and one student asked 'What is the meaning of etiquette?' Next student asked 'how can we solve when some problems occur in our life?' Students didn't ask questions in his other classes.

From the observation of the classes of R1, it can be interpreted that students rarely ask question in the classroom. They ask both divergent and close-ended questions in the classroom. He said students generally ask close-ended questions but sometimes ask divergent questions in the classroom which did match while observing his classes.

While observing the classes of R2, none of the students asked questions in his classes except in one class. He was teaching 'Question Tag' and he wrote a sentence 'They rarely go to restaurant, .....?' and asked them to answer. After checking the answer of some students he wrote the answer: 'do they?' Then, one student asked 'how is this happened, sir?' Then, the teacher made him understand clearly.

From the observation of R2's classes, it can be said that students ask divergent question in the classroom but they rarely ask question in the classroom. His belief about this subject was that students ask divergent question and they sometimes ask close-ended question. But in his classes students asked only one question which was divergent. Thus belief didn't match while observing his classes.

While observing the classes of R3, it was found that students ask divergent questions in the classroom. During his classroom observation, one student asked question: 'Why should additives and preservatives not be used in junk food?' From the classroom observation of R3, it was found that students ask divergent questions in the classroom.

From the classroom observation of all the teachers, it can be interpreted that students ask divergent questions in the classroom. Sometimes, they ask close-ended question. In the classroom observation of R1, it was found that student asked close-ended questions too. But most of the cases, they ask divergent questions.

#### **4.1.2.7 Asking Students to Ask Questions**

It is necessary to encourage students to ask question to their teacher in the classroom. This helps the teachers to know whether the students have understood the lesson or not. Some teachers just teach the lesson and do not let the students to ask question in the classroom. This kind of nature does not make the classroom teaching learning environment effective.

R1 and R2 mentioned that they let students to ask question. They said they ask student to ask question if there is any confusion regarding the lesson but while observing their classes it was found that they did not ask them to ask question. They just teach the lesson and asked students the necessary questions and came out of the classroom.

From the observation of the classes of R1 and R2, it can be interpreted that their belief regarding asking students to ask question did not match with their real teaching. Their belief was that they ask students to ask question in the classroom but it was found that they didn't ask them.

Regarding the R3 it was found that he asked students to ask questions regarding the text. While teaching he used to ask the students if there is any query.

From the observation of R3's classes it was found that he asked students to ask questions in the classroom. It can be interpreted that his opinion did match with his real classes.

#### **4.1.2.8 Modification of Questions**

Modification of questions is necessary to make the students understand the questions. From the observation, following things are found regarding the modification of questions.

Regarding the R1, he was teaching 'Expressing inability.' While teaching this topic he asked question "Are you influenced by these people or not?" and he again modified the question and asked "Are your parents, teachers, and friends able to influence you?"

From the class observation of R1, it was found that he modified the questions whenever he felt to modify. Therefore, it can be said that teachers modify the questions when they feel that they have to modify the question to make the students understand the questions.

From the classroom observation of R2, it was found that he modified the question when students didn't understand the questions. While teaching 'Interrogative', he asked students "What is the structure of yes/no question having v1 form?" He again repeat the question "If there is v1 in the sentence, what is needed to do?"

From the classroom observation of the R2, it can be said that teachers ask questions with some modification when the students do not understand the question.

From the classroom observation of R3, it was found that he also modified the question while asking students in the classroom. He asked "How junk food degrades our health?" He again asked modifying the question "What are the disadvantages of junk food."

From the classroom of observation of R3, it can be said that teachers modify the question when students do not understand the question.

From the observation of all three respondents' classes, it can be interpreted that teachers ask question with some modification when students do not understand the question. They modify the questions when the students ask them to repeat the question. They also modify the questions when teachers themselves think that students didn't understand the questions. At that time, they ask questions with some modification.

#### **4.1.2.9 Questioning Strategy to Bring Changes in Learners'**

##### **Achievement**

All the teachers responded that questioning strategy brings changes in learning achievement. Teacher asked questions to make them actively participate in the classroom. It is found that when the teacher used to ask the questions, they used to be more attentive to the lesson and after their careful attention towards the lesson, if they are asked questions, they used to answer correctly.

In the observation of classes of R1, it was found that he used to ask questions pointing the name of the students which used to make students active and they used to pay attention towards the lesson. After teaching for few minutes he used to ask questions and students used to answer correctly. From the correct answer of the students, it can be said that they had understood the lesson taught by the teacher. Thus, it can be interpreted that questioning strategy brings changes in students' learning achievement.

Regarding R2, he also used to ask question after completing the lesson to evaluate the students' understanding about the lesson. He used to make students pay attention towards the lesson by asking questions. After asking questions to the students, most of the students used to provide correct answers. On the basis of the evidence, it can be said that questioning strategy brings changes in the classroom.

While observing the classes of R3, it was found that he used to ask question after teaching two or three lines in reading text and students used to provide correct answer. If the students didn't able to answer, he would provide answer and after completing the lesson. He used to ask that questions which were not answered by the students before. After that, students used to provide correct answers. From this observation, it can be said that questioning strategy brings positive changes in students' achievement.

## CHAPTER FIVE

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Findings

The findings of the study based on the analysis and interpretation of data are listed below.

- ) The beliefs did not match while observing their classes in the classroom. It was found that they did not focus on divergent questions. Divergent questions were asked in little amount.
- ) Regarding time to ask question, most of the questions were asked while teaching the lesson.
- ) Regarding R2, his belief didn't match with his real classes. He said that he asks 15 to 20 questions but in reality it was found that he asked around 6 to 9 questions in the classroom. Regarding other two teachers, their beliefs did match with their classes. They asked around 9 to 15 questions in the classroom. However, how many questions to be asked depend on the length and type of the questions and understanding level of students.
- ) 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. 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.
- ) Teachers denoted that students ask questions in the classroom but the questions they asked were very few. It was found that they asked only one or two questions in the classroom.



- ) Teachers' beliefs regarding type of questions asked by students were that they asked both convergent and divergent questions but it was found that they rarely asked close-ended questions in the classroom.
- ) R1 and R2 believe that they ask students to ask questions but in their actual classes they did not ask them to ask questions but in R3's classes, it was found that he asked students to ask questions. Except R1 and R2, His belief matched with his real classes.
- ) Teachers modify the questions if the students do not understand the questions.
- ) Teachers responded that questioning strategy brings changes in the classroom. It was found that teachers asked questions to make them active and whenever they made them active, they provided right answers of the asked questions. Thus, it was found that questioning strategy brought changes in the classroom.

Thus, the beliefs of the teachers on the use of questioning strategy were that they give focus on divergent questions because these types of questions develop creativity in the learners. Their beliefs about time of asking questions was that there is no time limit of asking questions. Teachers may ask questions at any time. Regarding R2, his belief was that he asks 15 to 20 questions in the classroom but the belief of other respondents was they ask 9 to 15 questions in the classroom. Teachers believe 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. Teachers denoted that students ask questions in the classroom. They responded that questioning strategy brings changes in the classroom.

To find out the practice of teachers on the use of questioning strategy, I used observation diary. Regarding their practice on the use of questioning strategy, I found they did not give focus on divergent questions. Divergent ended questions were asked in very little amount. From the observation, it was found

that teachers asked questions at any time but most of the questions were asked while dealing with the lesson. It was found that teachers modified the questions if the students did not understand. It was also found that students sometimes asked questions in the classroom.

The beliefs and practice of questioning strategy used by teacher matched in some aspects. Their belief about the importance of asking questions matched while observing their class. They said that questions help to motivate students, evaluate students whether they understood the lesson or not and to make students active and it was found most of the questions they asked were for the purpose of evaluating the students' understanding, motivating them and actively participate in the classroom. Teachers responded that questioning strategy brings changes in the classroom. It was found that teachers asked questions to make them active and whenever they made them active, they provided right answers of the asked questions. Thus, it was found that questioning strategy brought changes in the classroom.

## **5.2 Conclusions**

The present study investigates beliefs and practices on the use of questioning strategy in ELT classroom. In this study, I tried to explore what the teachers' beliefs on question types, time of asking questions, amount of asking questions and importance of asking questions and their practices of questioning strategy in ELT classroom. On the basis of the findings, it can be concluded that their beliefs about the divergent questions was that they give focus on divergent question because it develops students think critically but in observation, it was found that this type of questions were asked in very few amount. They asked questions whenever the teachers prefer to ask. There was no time limit of asking questions which was their belief and it was also found in their observation. Generally, they asked more questions while dealing with the lesson. Their beliefs about the amount of questions to be asked was that it depends on length of text, type of text and understanding level of students.

Their belief about asking students to ask question did not match with their real classes except R3.

In conclusions, the beliefs of teachers and their practices did not match in some aspects and matched in other aspects which are mentioned above. Teachers have to ask adequate questions in the classroom otherwise there will be no meaning of using questioning strategy in the classroom and become less fruitful. Most of the question they asked for the purpose of evaluating the students' understandings, to motivate them and to actively participate in the classroom. Teachers modify the questions if the students do not understand the questions.

### **5.3 Recommendations**

On the basis of above mentioned findings and conclusions, the following recommendations have been proposed. The recommendations have been categorized into three different categories.

#### **5.3.1 Policy Related**

On the basis of findings and conclusions, following recommendations can be purposed at policy level.

- ) Curriculum should contain problem solving type of questions and questions will make students think critically. Questions which are needed for practice should be included in book.
- ) New method of teaching should be disseminated to the teachers by the government. If new changes occurs in already formulated method, that should be disseminated.
- ) Different organizations of the government should provide training to the teachers. Training should be on how to apply questioning strategy adequately in the classroom so that teachers could ask appropriate questions which could help in students' learning ability.

- ) There should be regular monitoring of teaching ways of teachers so that they would become aware of their responsibility and apply method effectively.

### **5.3.2 Practice Related**

The following can be the practice related recommendations:

- ) Teachers themselves should be aware of their responsibility and they should apply teaching method with their full effort.
- ) Adequate teaching materials should be available to the teachers so that they could apply teaching method effectively.
- ) Classroom size should be managed so that teachers could apply questioning strategy and could ask question to all the students.

### **5.3.3 Further Research Related**

No research study is complete in itself. As a limited study in terms of both the purpose and the scope, this study has not covered many aspects of the teacher professional development training. So, I recommend following further research related recommendations:

- ) This study was based on only three teachers and observation of these three teachers' classes. So, the sample population of the teachers should be larger so that there will be chance of obtaining more reliable data and results.
- ) The study was based on basic and secondary level teachers' beliefs and practices on the use of questioning strategy in ELT classroom. Study can be conducted to identify the beliefs and practices of primary level teachers on the use of questioning strategy.

- ) This study tried to investigate the beliefs and practices of questioning strategy in ELT classroom. There are different strategies of teaching. Thus, study can be carried out on other strategies of teaching in the ELT classroom.
- ) Research can be conducted comparing the practices of novice and experienced teachers on the use of questioning strategy in ELT classroom.
- ) Study can be conducted on the role of questioning strategy in learning achievement of students.

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## Interview Questions

1. In which level do you teach in this school?
2. How long have you been teaching?
3. Do you use questioning strategy in the classroom?
4. What kind of questions do you ask in the classroom?
5. When do you ask question?
6. Why do you ask questions in the classroom?
7. Do the students ask questions in the classroom?
8. How many questions do the students ask in the classroom?
9. What type of questions do the students ask in the classroom?
10. Do you ask encourage students to ask you question in the classroom?
11. Do you modify question if the students didn't understand the lesson?
12. Do you believe questioning strategy brings changes in learning achievement of the students?

## Observation diary

### 1. Responded 1

Topic: Good Habits

Before starting the lesson, he asked "What do you mean by good habits?" and later explained it. Then he wrote the topic on the board and asked question "How can you define the term good habit?" Then after while talking about our life is full of suffering, he asked open ended question "Why your life is full of suffering?" After teaching few minutes, he asked closed ended question "Do you have problems in your life or not?" He asked question at any time. He asked question after the lesson also: "Who are responsible for forming your good habits?" In his classes he asked many closed ended questions and open ended questions were few in number. Teacher asked question after the lesson to evaluate the students in most of the classes.

### 2. Responded 2

Topic: Transformation: wh-Question

At first he wrote topic on the board and then explained about wh question. Then he asked question to one student "what are wh words?" Then after the response of student, he asked closed ended question "Does wh-word demand answer?" While teaching how to change a statement into wh-question, he wrote one sentence: 'I get up at 4 o'clock in the morning' and asked to change into wh-question. In this lesson he didn't ask any open ended question but only closed ended questions. In his other classes, it was found he asked few open ended questions but in two classes only and he asked questions at any time.

### 3. Respondent 3

Topic: A Begger's Dream

Before starting the lesson, he asked students a question "What do you mean by begger?" After reading one or two lines he asked questions. For example, he read the line 'his name was Dhana Bahadur' then he asked question "What was the name of beggar?" He read 'One day, one generous man gave him five litres of milk?' Then he asked "How much milk did he give?" He asked many questions which were eleven in number. Most of the questions were closed ended questions and few open ended questions were asked. He provided some questions for the evaluation of students' understanding about the lesson. He asked questions at any time.

## Participant Information Statement

**Study Name:** Teachers' Beliefs and Practices on the Use of Questioning Strategy in ELT Classroom

**Researcher:** Arjun Dangi

**Supervisor:** Jagadish Paudel

**Purpose of the Research:** To identify the beliefs and practices of teachers on the use of questioning strategy

*Dear participants, I would like to invite you to take part in this research. In this research, you will be asked some questions. Please, kindly answer the questions after reading this form.*

**Risks and Discomforts:** We do not foresee any risks or discomfort from your participation in the research.

**Voluntary Participation:** Your participation in the study is completely voluntary and you may choose to stop participating at any time.

**Withdrawal from the Study:** You can stop participating in the study at any time, for any reason, if you decide so. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, T.U., or any other group associated with this research. In the event you withdraw from the study, all associated data collected will be immediately destroyed wherever possible.

**Confidentiality:** All information you supply during the research will be held in confidence and unless you specifically indicate your consent, your name will not appear in any report or publication of the research. The data will be collected handwritten. Your data will be safely stored and only research staff will have access to this information. Confidentiality will be provided to the fullest extent possible by law and no evaluation will be made about your performance on the basis of data you provided.

**Questions about the Research:** If you have questions about the research in general or about your role in the study, please feel free to contact the researcher either by telephone at 9847873300 or by e-mail [arjundc786@gmail.com](mailto:arjundc786@gmail.com). This research has been reviewed and approved by the Department of English Education, Tribhuvan University.

Thank you for your kind cooperation!!!

## **Informed Consent Form**

### Participant's Understanding

- ) I read and understood the purpose of this study and value of my participation.
- ) I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- ) I understand that my participation is voluntary.
- ) I understand that all data collected will be limited to this use or other research – related usage as authorized by Tribhuvan University.
- ) I understand that I will not be identified by name in the final product.
- ) I am aware that all records will be kept confidential in the secure possession of the researcher.
- ) I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- ) I understand that the data I will provide will not be used to evaluate my performance any way.
- ) I understand that I may withdraw from the study at any time with no adverse repercussions.

I ..... consent to participate in this research conducted by Arjun Dangi. I have understood the nature of this project and wish to participate.

**Signature** \_\_\_\_\_

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

Participant

**Signature** \_\_\_\_\_

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

Investigator