

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Question

Perrott (1986) states a question as “An uninterrupted query directed toward a single pupil. According to Seime,(2002:10) a question in the classroom is “ Any statement intended to evoke a verbal response”. Similarly, Kissock and Iyortsuun (1982 cited in Kifle Azerefegn, 2008:11) define a question as a statement for which a reply is expected. In relation to the above definitions, the Hornby dictionary defines question as follows:

Question is a sentence which by word orders use of interrogative words (who, why etc.) or intonation, requests information, an answer, etc- it is something about which there is discussion , something which needs to be decided.(Horny by, 1987:687)

According to Brown, (1975) a question is any statement which tests or creates knowledge in the learner. Hyman (1972) defines question as “a word that refers to the eliciting of a verbal response and may take any grammatical form declarative, interrogative or imperative.”

From these definitions, we can generalize that the word question refers to any idea that requires a response from the listener or audience. Above all, in classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students content elements to be learned and directions for what they are to do and

how these elements to be learned and directions for what they are to do and how they are to do it.

2.2 Types of Questions

Questions can be classified into many types, but in this study the focus will be on the following six based on Bloom, et al., 1956. The researcher describes each of these below

2.2.1 Knowledge Questions

Knowledge questions require students to define recall, recognize, and repeat something already learned certain specific facts information, procedures, or idea. Knowledge questions asked to determine the students' recall about the material in previous meeting. To distinguish knowledge level questions from others, there are key words which frequently found or associated with this level. They comprise define, recall, remember, recognize, name, list, tell etc (Perrott 1986).

2.2.2 Comprehension Questions

Comprehension questions require learners to demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and starting main ideas. In the words of Cooper the student must demonstrate a personal grasp of the material by being able to rephrase it to give a

description in his or her own words and to use it in making comparisons. Frequently comprehension questions ask students to interpret by making comparisons and showing relationships among ideas and information, interpret material, presented in the form of charts, graphs, tables, and cartoons (Perrott, 1986 cited in Kifle Azerefegn, 2008:23). Questions such as “What is the main idea that this graph presents?”. There are also key words commonly found in comprehension questions. Some of them are: compare, contrast, explain, relate, translate, rephrase, etc (Perrott 1986).

2.2.3 Application Questions

Students learning can be enhanced not only by requiring them to memorize ideas, or procedures and asking them to rephrase and relate what they have memorized, but also by helping them to learn how to apply in new situations. Thus, at the application level, students must decide what information to use so as to solve problems. Application questions call for students to apply information they have learned in order to search and answer to a problem (Perrot 1986). On top of that, questions of the application level of taxonomy ask students to apply a rule or process to a problem so as to determine the single correct answer to that problem. According to Cooper (1986) there are key words that help teachers to ask application questions. These are: apply, classify, use, give an example, solve, design, and demonstrate (Perrott 1986).

2.2.4 Analysis Questions

These levels of questions are higher level order ones which indicate cause and effect relation. They are designed to help students analyze information so as to reach particular conclusion. Some of the key words that frequently found in analysis questions are: identify causes, draw conclusions, analyze, why, determine evidence etc (Perrot 1986).

2.2.5 Synthesis Question

Synthesis questions are higher order questions that ask students to perform original and creative thinking. These questions help students to produce original communications, make predictions and solve problems. There are key words that could help the teacher to ask questions. Those are: create, plan, construct, formulate, put together, produce, design develop, synthesize, how we can improve etc. (Perrot 1986).

2.5.6 Evaluation Questions

Evaluation questions are higher order process and do not have a single correct answer. They require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work, and also ask the student to offer an opinion on an

issue. For example: which approach offers the best method for attaching this problem? Which picture do you like most? There are also key words which indicate evaluation questions. These are: judge, argue, decide, evaluate, assess, etc (Perrott 1986).

2.3 Importance of Question

Questions are vital to acquire knowledge. People usually ask questions to one another to know something about unknown things. They are instruments to scrutinize new ideas, facts, information, knowledge and experiences.

Richards and Lockharts (1994:185 cited in Kifle Azerefegn, 2008:12) have stated the following as justifications for the importance questions in teaching.

- a. They stimulate and maintain students interest
- b. They encourage students to think and focus on the content of the lesson
- c. They enable teachers to check students understanding
- d. They enable a teacher to elicit particular structures or vocabulary items
- e. They encourage student participation in a lesson.

Teachers ask questions in classroom for various reasons. Doff, (1988:22 cited in Kifle Azerefegn, 2008:14) explains these reasons in the following way:

- a. To check that students understand: When we present new vocabulary or structures, we can check that students have understood by using the new

language in a question. When we present a text, we can use questions to check that students have understood it.

- b. To give students practice: If we want students to use a certain structure, one way to do this is to ask a question that requires a particular answer.
- c. To find out what students really think or know: We can use questions to encourage students to talk about them and their experiences.

2.4 Purposes of Questioning

According to Farrant (1980) questions used by the teacher to test the students' comprehension about the material, so the teacher can know that the students can comprehend about the material well or not. On top of this, the works of scholars like, Hyman (1970:217), Kyriacou (1967:37, Brown (1982:112) and Kissock and Iyortsuun (1982:6) indicate similarities in revealing the purposes of classroom questioning. Some of the purposes suggested by the foregoing scholars are:

- a. To find out something one didn't know
- b. To develop process of thinking and guide inquiry and decision making to teach the whole class through pupils answers.
- c. To arouse interest or focus attention at the beginning of the lesson.
- d. To provide motivation by encouraging active participation in learning or supplementary contributions to discussion.

2.5 Definition of Teacher's Question

As Hasan and Ho (2005, 2006) asserts that teacher questions as a kind of input provided by a teacher form an integral part of classroom interaction. It means that by teachers' questions, the students can have an opportunity to give their opinion and their thinking so the students can more active in the class and there is interaction in the class between teacher and student.

As Nunan and Lamb (1996:80 cited in Chi Cheung Ruby Yang) suggest that teachers use questions to elicit information, to check understanding, and also to control behavior. In most classrooms, questioning remains is the common strategy for eliciting responses from students during the whole class teaching. Chaudron (1988:126 cited in Chi Cheung Ruby Yang) mentions that teachers' questions constitute a primary means of engaging learners' attention, promoting verbal responses, and evaluating learners' progress. In other words, it means that teacher questions play an important role in managing classroom routines.

2.6 Review of Previous Study

In the first study is done by Chi Cheung Ruby Yang with the title "Teachers' questions in second language classrooms". A case study approach was used in which the lessons of three non-native ESL pre-service teachers were studied with the purpose to investigate the questions asked in the whole class teaching portion of their lessons. The selected participants in the present study were three Year 3 NNS pre-

service teachers (one male and two females) in a tertiary institution in Hong Kong. All of them were from the same program - Bachelor of Education (Honours) (Languages) (Four-year Full188 time) program. They did not have any real teaching experience and they had their first block teaching practice during the period the study was conducted. The three pre-service teachers were allocated to a Band 1, Band 2 and Band 3 school according to their residential addresses. The total number of students in these three classes was 42 (27 males and 15 females), 34 (all males) and 36 (18 males and 18 females) respectively. The data analysis of this study is to identify the questions asked by the three teachers, like Banbrook (1987, cited in chi Cheung Ruby Yang), apart from those beginning with interrogatives, the utterances ended with rising intonation were also treated as questions. Through the quantitative analyses of the lesson transcripts, the number of different types of teacher questions in each sentence of the teachers' utterances were coded, as suggested by Tsui (1995 and Thompson, 1997 cited in Cheung Ruby Yang), including yes/no questions, open and closed questions, display and referential questions, and counted. In order to count the number of different categories of questions easily, the open or referential questions were categorized into the same group and closed or display questions were also grouped together. The findings of this study show that in all the three lessons, yes/no questions, and closed and display questions were frequently asked by the teachers, while open and referential questions were rarely or even never asked.

In second research is done by Kifle Azerefgn with the title "A study on The Types of Teacher Questions and Questioning Strategies". The researcher uses a case

study as a design. The objective of this study is to find out the types of teachers questions used in the EFL classrooms and their questioning strategies in language teaching and learning. More specifically, the specific objectives of this study would be able to: Assess the types of questions used by grade 11 English teachers, investigate the strategies teachers use in EFL classroom and identify factors that affect teachers' questioning. In this research is describes the method use regarding the types of teachers questions and questioning strategies in EFL classrooms to carry out the study. To achieve the objective of this study, the necessary data had to be collected. To this end, two data gathering instruments were used these are observation and questionnaires. To carry out classroom observations checklists were prepared by the researcher. In addition, Blooms (1956), classification was employed in order to obtain the types of questions teachers ask in EFL classrooms. Data from observation were to identify the type of questions and questioning strategies. To this end, co- observer was involved in the process of classroom observations. Regarding the co-observer, he was oriented in how to use the observation check list and tally in accordance with the given details in the checklist. He has a BA degree in English. The questionnaire was administered to four teachers and eighty students selected by lottery system from the four sections twenty students from each class. The questionnaire to the students was translated into Amharic to avoid misunderstanding, but the teacher's questionnaire was written in English. In both cases the language is simple. Care has been given in designing the questionnaire to meet the objectives of the investigation and obtain ample information. The findings of the study suggest that (77.1%) were knowledgeable

questions and (22.90%) were comprehension questions that required recalling and short answers

The third research is done by Zaher Al-Ismaily with the title "Teachers Questions in The English Language Classroom". The researcher uses mixed methods study, involving both the quantitative analysis of teachers' questions as well as the qualitative analysis of teachers' views about their questions. The quantitative part of the study allowed the use of teachers' questions to be described and counted; the qualitative part provided insight into teachers' own perceptions of the questions they use in their lessons. The participants in this study were a non-probability sample of four female Grade 4 teachers working in different Basic Education Schools in Muscat. All of them were teachers of English who had a Bachelor's degree. The data collections are the researcher carried out eight open-ended observations (two lessons of 40 minutes each for each teacher), During the observations, the researcher used audio recording in order to capture everything teachers said and this allowed the researcher to conduct a much more detailed analysis of their questions after that the researcher also made field notes about information which was not captured on tape such as materials, context and what the teacher wrote on the board. The researcher also did one semi-structured interview lasting 10-15 minutes with each teacher. The purpose of the interviews was to discuss teachers' views on their use of questions. The data analysis is analyzed the eight observation transcripts then similarly counted the number of words in learners' responses. In analyzing the semi-structured interview transcripts, the researcher read the transcripts carefully and identified all the

data relevant to a particular research question. Then, he categorized these data according to key topics and used different colored highlighter pens to mark the data for each topic. Finally, he wrote a summary of the key points for each topic and gave examples. The findings of the study is closed questions generated slightly longer answers than open questions and that referential questions were those which produced the longest answers overall. In all cases, though, responses were short.