



COLLEGE OF SOCIAL SCIENCES AND LANGUAGES DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATUR(GRADUATE PROGRAMME)

AN INVESTIGATION IN TO TEACHERS' QUESTIONING TECHNIQUES IN
EFL CLASSROOM: KOREM HIGH SCHOOL GRADE ELEVEN IN FOCUS

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MEKELLE, ETHIOPIA

AUGUST, 2025

TEACHERS' QUESTIONING TECHNIQUES IN EFL CLASSROOM AT
KOREM SECONDARY SCHOOL WITH PARTICULAR REFERENCE TO
GRADE ELEVEN

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A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE IN PARTIAL FULFILMENT OF REQUIREMENT FOR
THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS FOREIGN
LANGUAGE (TEFL)

Advisor : EFREM G . (PhD)

MEKELLE UNIVERSITY

MEKELLE, ETHIOPIA

AUGUST, 2025

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- This is to certify that the thesis prepared by Assefa Berihun Habe, entitled An Investigation of Teachers' questioning techniques in EFL Classroom: Korm High School Grade Eleven in Focus and submitted in fulfillment of the requirements for the degree of master of Arts TEFL (Teaching English as Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee Advisor Signature Date

External Examiner

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ACKNOWLEDGMENTS

First, I would like to thank God for everything. Next, I would like to express my deepest and sincere gratitude to my advisor, Dr. Efrem for his skillful advice, constructive comments and unreserved professional guidance to do my work.

I would like to express my gratitude to my best colleagues as well as experienced EFL teachers who gave me technical advice to do this well. Finally, I would like to thank for the participants of the study, EFL teachers who were voluntary to be observed and interviewed and sample students of grade eleven to fill the questionnaire politely

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ABSTRACT

The purpose of this study was to investigate teachers' questioning techniques and the types of questions in EFL classroom. To achieve the purpose of this study, Korem secondary school in southern part of Tigray region was selected. The design of the research was descriptive survey as the study was used to describe, compare, analyze and interpret teachers' questions and questioning techniques in EFL classroom without conducting an experiment. This study used qualitative and quantitative methods to gather a valid data. The participants of the study were grade nine, ten, eleven and twelve EFL teachers and ninety-nine students of Grade

eleven. To gather data, three instruments (observation, questionnaire and interview) were used and pilot study was used to check the validity of the questionnaire. However, observation was used as a major tool to look into how questions are asked and applied by these EFL teachers and the gathered data through observation and questionnaire was tabulated and analyzed quantitatively using descriptive statistics, such as frequency and percentage. In addition to this some data gathered through observations, interviews and open-ended questions were analyzed qualitatively. Based on the gathered data, although all EFL teachers asked questions in classroom, their questions were almost lower-level (knowledge and comprehension questions) and they practiced poor questioning techniques due to lack of awareness. According to the findings of the study, the researcher recommended that at secondary schools, EFL teachers should be given regular training and awareness about the types of questions (especially, those under Bloom's Classifications) and different types of questioning techniques.

INTRODUCTION

1.1. Background of the Study

Education's purpose is to foster and advance thinking and reasoning skills. Numerous researchers indicate that questioning is essential to encourage, deepen and especially challenge students' thinking (Klem and Connell, 2004). Based on the study of King (1995) and Taba (1966), the level of students' thinking is highly influenced by the level of questions which are asked in class. Students usually take in information instead of thinking. Many teachers tend to ask questions that require recall of factual information (Hill & Flynn, 2008). This prevents students from reflecting, developing and improving their learning. This may be due to teachers' lack of knowledge about question types and questioning techniques.

Traditionally, it was thought that students' critical thinking could be developed in a higher education institution. However, academics dispute this idea. For example, Van Gelder (2005, p.1) stated that "almost everyone agrees that one of the primary goals of education, at any level, is to help students develop general thinking skills particularly critical thinking skills." In other words, critical thinking skill is an a learned skill that requires practice and instruction (Watson & Glaser, 2002) This means that it is also important at high schools. Therefore, according to the new Education policy of Ethiopia, it is expected that grade nine up to twelve students are more matured enough to think critical in a higher degree. Because to develop the critical thinking, especially higher critical skills of the students and improve their academic performance and communication skills, teachers' questioning techniques have played an important role in EFL courses at high school. As a popular method of engaging students in a lesson and facilitating their participation is used by many EFL teachers. Asking questions is one of the teaching learning process that teachers use in their classroom. Emphasizing its importance, Chaudron (1988) also added that it is a teaching technique that EFL teachers should pay attention to allow students to arouse their interest in language learning, to focus and to create active learning in the classroom.

Asking questions and using questioning techniques to English teachers in EFL classes is not an easy task, so it takes knowledge, skills, experience and training to know what kind of questions teachers should ask and how to use the questioning techniques. According to Smith and Higgins

(2006), questioning is one of the most common the language teaching that EFL teachers use to control classroom interactions. It serves as a device to control the progress of the interaction through which lessons particularly EFL courses are implemented. In other words, the main purpose of the teacher's questions is to draw attention to a particular problem or concept. According to Richards and Lockhart (1996) language teachers who are aware of questioning skills can motivate their students to ask questions and give improved responses. Moreover, students' language proficiency can be improved through the interaction between the teacher and the students and among the students themselves.

However, Amawi (2008) investigated English language teachers' perceptions of classroom questioning and its effects on students' English language learning by examining the types of questions. (High- level and low-level questions) asked by teachers in Irbid Second Directorate of Education. The results of the study revealed that the majority of teachers' questions were within the lowest cognitive level emphasizing facts not higher level thinking. Teachers do not use high-level-cognitive questions with the same amount of frequency as they do with low level cognitive questions. In our country, Ethiopia the EFL teachers also have a serious problem in teaching English using question types and effective questioning techniques.

Study conducted by Daniel (2006) confirm that students have difficulty using the English language in EFL classroom interactions. This means that students are not paying attention to the language learning. Most researchers agree on the importance of question types and questioning techniques to solve the problems in the EFL learning. Questions are used to address problems such as students' inability to articulate, respond, discuss with their group critically, engage and evaluate their own higher critical thinking. Chaudron (1988: 126) supports the above view and states: "Teachers' questions provide an essential tool to engage students' attention, encourage verbal response and assess students' progress. To solve the mentioned problems, EFL teachers should use appropriate question types and questioning techniques that allow students to engage and think critically. questions and questioning techniques are effective teaching learning process that involve good planning, higher cognitive or critical thinking, and the creation of cognitive improvement in the EFL classroom (Hill & Flynn, 2008). Vogler (2005, cited in Adedoyin, 2010) states that good questions and questioning techniques enable teachers to create an effective teaching and learning process in the classroom.

Teachers' questions and their questioning techniques are also essential cues to foster students' intellectual development. (Gall, 1970) of time (Tsui, 1995). Wilen (1991) point out that teachers often spend too much time asking low-level cognitive questions that focus on rote and factual information. Brualdi (1998) also points out that factual questions can limit students higher critical thinking by not helping them develop a deep understanding of the English language. Simply asking questions without identifying the type and function of the questions and questioning techniques leads to a decrease in student engagement and higher thinking ability. Additionally students in EFL classes are most likely to ask too short questions, Knowledge and comprehension questions than to ask higher cognitive questions, such as analysis, synthesis, evaluation, etc. questions. The researcher assume that at Korem High School, the EFL teachers usually ask questions in the classroom that requires lower critical thinking like memorial and factual information due to the deficit of knowledge of the question types, questioning techniques . The EFL teachers in the above high school hardly ever ask questions that help develop critical thinking and active learning. Therefore, most of the students become passive when they don't show themselves well with the use of the English language effectively. To solve these problems, this study was conducted.

1.2 Statement of the Problem

As the researcher explained in the background of the study, questioning in the classroom is the most important teaching technique in English language classes and its subsequent potential to positively influence language learning by developing active learning and thinking skills. According to the study of King (1995) and Taba (1966), the level of students' thinking is greatly influenced by the level of questions in the classroom. Teachers' thoughtful questions play a crucial role in stimulating students' higher-level cognitive processes.

When EFL teachers teach English in classrooms, they should encourage students to use it because practicing and using the target language for communication is absolutely important to improve students' communication abilities. In the classroom, discussion, participation and communication are the most common features of English and can be improved through a questioning techniques.

But recently, it has not applied by EFL teachers. Nunan and Lamb's (1996) research on questioning in language education endicates that over the years, teachers still pose questions in much the same way as always. Students or children usually receive information instead of thinking. Wilen (1991) points out that classroom teachers often spend much time asking lower level cognitive questions, which concentrate on memorable and factual information. Most EFL teachers are expected to have lack of knowledge about questioning technique and the types of questions they ask while teaching.

In countries where the target language is not practiced outside the classroom, involving learners in the subject matter within the classroom is very crucial process to improve the language, since learners don't have an opportunity to apply the language outside. In the words of Tsui (1995:12): “ In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is mainly in the classroom, the kind of input and interaction that is made available is particularly important.” Teachers' thoughtful questions play a crucial role in inducing students' higher level cognitive processes. In classroom setting, discussion, participation and communication are the most common features of English language and can be improved through questioning techniques.

However, students cannot be engaged in actual learning language since the teachers don't apply the art of thoughtful questioning skills. It is unquestionable that the participation of students can't be encouraged simply by telling the correct answer of the subject matter and it is also hard to check their understanding and know their judgments about the material without understanding of questioning techniques. What is even more important is that the act of thinking is often driven by questions (Elder & Paul, 1998). Brown (2001:169) states that one of the best ways to develop your role as encourager of interaction is to develop a skill of questioning techniques. So, the kind of questions and how the questions are used in the class is important to create an effective classroom interaction.

The researcher checked that other studies were conducted on this topic locally. For example; Zerhun's (1995) study that focused on how students answer and teachers ask questions in the classroom. According to his research, teachers did most of the talking and this has influence on the students' questions and responses. The other point raised in his study was that teachers were asking the same type of questions repeatedly. Seime's (2002) study explored the relationship among linguistic proficiency and question types in EFL setting in science subjects at Kotebe College of teacher education. His finding was 93% of the questions were recall and short answer questions which minimize the beneficial effect of the main purpose of questions.

The current study differs from the previous studies based on research setting, time and purpose. In detail the present research differs from Zerhun's research in trying to find out the teachers' questioning techniques and the benefits of questioning that can help to practice thinking skill which are asked by EFL teachers. But Zerhun's study was to find out only the types of questions asked by teachers and student responses. His finding shows that teachers did mostly in talking and students give similar response repeatedly.

Unlike, Seime's (2002) study, the current study focused on EFL classroom at high school level in particular grade eleven students in EFL classrooms; however, Seime's research had been at college level in science subject. In spite of the fact that those local studies had been different objectives and had been conducted in different settings, times and grade levels, their findings had been almost the same in that many teachers ask lower level cognitive questions which were only used for remembering factual information.

In relation to question types and questioning techniques, the researcher got an experience of them as the following. Firstly, the researcher had googled different websites and read about them before he began the study . After that, he read some researches related to question types and questioning techniques in EFL classes which are used to the current study. Additionally, the researcher has been teaching English in EFL classes for more than 20 years. Because of having this experience, he often observed the EFL teachers while their teaching methods were unattractive and the students were passive in participation at Korem high school. In other words, numerous EFL teachers tend to ask questions that require the recall of factual information. Based on the above researches' findings and my experience, this problem always came to the researcher' s mind and the researcher motivated to conduct this study to investigate teachers' questioning techniques and the question types which were asked in EFL classroom at Korem high School with reference to grade eleven students.

1.3. Objective of the Study

1.3.1 General Objective

The general objective of this study is to investigate teachers' questioning techniques in EFL classroom at grade eleven in Korem high School.

1.3.2 Specific Objective

The specific objectives of this study are to:

1. Identify question types that EFL teachers use in EFL classrooms to advance students' critical thinking at grade eleven in Korem High School
2. find out teachers' questioning techniques in EFL classrooms
3. identify the problems EFL teachers face while asking questions in classrooms

1.4. Research questions

Based on the objective of the study, the following research questions have been set:

1. What types of questions do EFL teachers ask in their classrooms to develop students thinking skills?
2. What teachers' questioning techniques do EFL teachers use to ask questions in classrooms?
3. What problems do EFL teachers face while asking questions in classrooms?

1.5. Significance of the Study

Language learning process can be improved if EFL teachers have good understanding or remembering of effective questioning techniques. The findings of this study will, therefore, have the following importance. This study will enable EFL teachers to have awareness about question types which create critical thinking, especially higher level critical thinking skill. how to ask and effective questioning techniques that create cognitive questions particularly higher level of critical questions. The study will also help for EFL teachers who are interested in developing the teaching method by using effective questioning techniques, and creating active learning-learning process and smooth interaction between the teacher and students. Furthermore, the result of the study is expected to indicate what EFL teachers training centers at schools or higher institutions should do to advance and remember effective questioning techniques and to practice in real classes. Finally, the findings will encourage other scholars or researchers to conduct an organized and comprehensive research on this topic.

1.6. Delimitation of the Study

This study is delimited to investigating teachers' questioning techniques in EFL classroom in particular reference to Grade eleven at Korem high School which is located in Southern zone, Tigray Regional State. The school was selected for the fact that the researcher could get an easy access to conduct the research because he has been teaching English there for more than 10 years. However, the research wasn't more comprehensive and then, numerous high schools weren't included in the study. In addition to this, grade 9,10,and 12 students in Korem high school were not included and other strategies of language teaching, such as strategies of writing, reading, grammar, etc. skills weren't also focused.

1.7. Limitation of the study

In conducting this study, there were a little bit limitations. The researcher tried to include all things that qualify the study; however, there were gaps among the number of subjects of the study in the school. In other words, only six classroom observations were made for three EFL teachers two times each. Additionally, There were shortages of network, transportation and finance.

CHAPTER TWO REVIEW OF RELATED LITERATURE

This chapter presents review of research findings and scholars' experiences concerning English language teachers' questions and questioning techniques. It includes the concept of questions, importance of questions, reasons for questioning in the classroom, procedures for classroom questioning and; classification questions. Besides, it introduces types of questions, effective questions and questioning techniques English teachers use in language classroom.

2.1 Definition of Question

Since question in language learning is obligatory and fundamental tool in classroom, many scholars defined it in several ways to show its concept and importance. Some of the definitions regarding question are mentioned as follow.

A question can be an expression used to make a request for information forward to someone or students in day to day activities. Perrott (1986) states a question as an uninterrupted query directed toward a single pupil (p.40).

A question also refers to a problem or puzzle which is presented to the learner in class in order to get any response and to solve problem. According to Seime (2002), a question in the classroom is “ any statement intended to evoke a verbal response” (p.10).

Longman Dictionary defined a question “ as a command or interrogative expression used to elicit information or a response or to test knowledge.” Similarly, Brown, (1975), defines a question as any statement which tests or creates knowledge in the learning. In line with this, Kisko and Iyortsuun (1982) define a question as a statement for which a reply is expected. In relation to the above definitions, the Hornby dictionary also defines question as “ a sentence which by word orders use of interrogative words (who, why etc.) or intonation, requests information and an answer” (p.687).

Based on the above definitions, it is possible to conclude that the word question refers to any idea that requires a response or answer from anyone, especially from students. Therefore ,in classroom setting, teachers' 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 are learned and directions for what they are to do and how they are to do it.

Almost all definitions toward to question are similar and interrelated; however, the definition that expressed question refers to a problem which is presented to the learner in class in order to get any response and to solve problem is basically selected for this research.

2.2 Importance of Questions

Questions are day to day activities and very common in language classroom learning. The main significances of questions employed in classroom are so as to acquire knowledge and share experience. In real world, people usually ask questions to one another to know something about what they don' t know. Then, questions enable everyone to exchange ideas, make good communication and eradicate confusion. This means, they are instruments to analyze new ideas, facts, information, knowledge and experiences. Most of the time, intellectuals commence their research works by inquiring some useful questions that indicate the right direction of their works and the task to be conducted ahead (Davis, 1993).

Communication is vital in language learning process. To make effective communication, question has a lot of contribution to create negotiation of meaning. In line with this, Chaudron (1988), states that questions play a great role in communicating one to another. So questioning is the key to gain more information and engage in conversation but without it communications can fail.

Many scholars showed the role of questions to learners. Donald and Eggen, (1989) put the importance of questions as follow:

questions allow teachers to glimpse into the minds of students to find out not only what they know or don' t know but also how they think about a topic. Through a well-planned questioning, teachers can find out and recall not only what students know about a topic but also can identify their needs and present gaps. It also helps students to learn new material and integrate it with the old one, and provide the practice and feedback essential for the development. Then this process helps students to internalize what they learn and combine it with the new one.

Questions are one of the techniques that are widely used in ESL to promote effective teaching and learning. If questions are properly employed, they may facilitate interaction and bring the

necessary changes in the students language proficiency. In this regard, EFL teachers are expected to develop the skills of asking effective questions (Richly, 1979); (Cooper, 1986).

So, allowing students to ask questions, can motivate, and engage them in various language activities to discover answers to teachers questions and find out solutions to problems rised by their teachers. Generally, when questions are used effectively, have a great importance in that they help to adapt students skill of comparing, , predicting, applying, generalizing, and solving problems. Questions provide “ ladder up which the pupil climbs towards fuller and deeper understanding” (Farrant, 1980, p.168).

2.3 Reasons for Questioning

As there are different ways of asking questions, there are many different purposes/reasons of questions (Van Lire, 1988). Describing questions in terms of purpose rather than structure is very useful (Hyman, 1970). Therefore, the purposes of questioning depend on the nature of the subject, the techniques used and context of teaching rather than emphasizing on grammatical structure.

In line to this number of writers have different views on questioning in the classroom. According to Farrant (1980), questions used to check what someone has been learned and arouse deeper understanding. On top of this, the works of scholars like, Hyman (1970, p.217), Kyriacou (1967, p.37), Brown (1982, p.112) and Kissock and Iyortsuun (1982, p.6), suggest similarities purposes of classroom questioning. Some of them are:

to arose interest and engage students to the lesson;

to check on prior knowledge and understanding

To stimulate, recall, mobilizing existing knowledge and experience in order to create new understanding and meaning;

To lead pupils through a planned sequence which progressively established key understandings;

To develop reasoning, problem solving, and evaluating ideas

To promote students’ thinking about the way they have learned;

To find out something one didn't know;

In order to carry out each purpose, questions must be prepared in every one's mind, and presented in effect way (Kissock and Iyortsuun, 1982).

2.4. Types and Classification of Questions

English language teachers use different types of questions to make teaching effective and interesting for the learner. Scholars classified type of questions in many ways. As Long and Sato, (1983) state, there are two basic types of questions that teachers ask in classroom.

Display questions: refer to the questions for which the asker knows the answer before getting response from someone; such questions are usually asked for comprehension checks, confirmation check or clarification requests, (Long and Sato, 1983).

Referential questions: are those questions for which the answer is not already known by the teacher. Such questions may require interpretations and judgments on the part of the "answerer" (Ibid). In line with this, Nunan (1989) has also indicated the distinction between display and referential questions. He stated that "a display question is one to which the questioner knows the answer, whereas a referential question is one to which the person asking the question does not know the answer." He also adds that referential questions give chance to students to give their opinion without using their way to improve the language.

In addition to the above, Richards and Lockharts, (2000) also classified questions into three. They are procedural, convergent and divergent questions.

Procedural questions: are designed to do with classroom routine and engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction. For example Richards and Lockharts (2000), state that the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear and that students were ready for a new task. (p.186).

Convergent questions: encourage similar student responses or responses which focus on a central theme. Richards and Lockharts (1994) expressed that these responses are often short answers, such as "yes" or "no" or short statements. This means they do not usually require

students to engage in higher level thinking in order to come up with a response but often focus on the recall of previously presented information.

Divergent questions: encourage student responses which are not short answers and which require students to engage in higher level thinking. They encourage students to provide their own information rather than to recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes (Ibid). Therefore, divergent questions often require new, creative insights.

There are also other scholars who have explained the art of asking questions. For instance, Erickson (2007) revealed that there are three types of questions as being factual, conceptual and provocative. However, this type of classification is similar with the one that have been discussed earlier. For example factual questions are the ones that are easily answered with definitive and comparatively simple answers. Conceptual questions might be ones that are convergent, divergent or evaluative in construction. The provocative are questions that entice and cannot be answered with easy answers. They are questions that can be used to motivate and frame content or are essential questions.

In addition to to above, One of the best known classifications of questions is based on Bloom' s taxonomy (1956). There are six levels of Bloom' s Taxonomy and questions at each level require the students responding to use a different kind of thought process. These six levels are Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation Cooper (1986), Perott (1986).

Even if there are many types of classifications of questions explained by different scholars, the researcher adopted Bloom' s classifications of questions to conduct the current study.

2.4.1 Lower Order Questions

Lower level questions are at the knowledge, comprehension and simple application levels of the taxonomy. Usually questions at the lower levels are appropriate for: Evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, reviewing and summarizing content.

2.4.1.1 Knowledge Questions

Knowledge questions are information gathering questions. They require students to define, recall, recognize, list, describe, retrieve, name, and repeat something already learned certain specific facts information, procedures, or idea. During this time, students are not asked to produce ideas but to remember what they were learned. Although knowledge question are used to make active learning, they don' t help to develop thinking(high level) questions (Kissock and Iyortsuun 1982, p.25). This type question help learners to develop how to compare, define, recall, remember name, list, etc.

2.4.1.2 Comprehension Questions

Comprehension questions helps how something is processed. comprehension questions require learners to select those facts that are important to answer the question by describing, comparing or contrasting that is, to answer comprehension questions,students should go beyond the memorization or recalling of specific information, facts, ideas or procedures (Perrott,1986, and Cooper, 1986).

According Cooper (1986) 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” (p.146).

Frequently comprehension questions ask students to interpret by making comparisons and showing relations ships among ideas and information (kissock and Iyortsuun1984). There are also commonly used words in comprehension questions. Some of them are: compare, contrast, explain, relate, translate and rephrase.

2.4.1.3 Application Questions

Application questions are clarifaying questions that helps to use your knowledge in a problem solving and practical thing. The students discover relationships among facts, generalizations, definitions, values or skills and apply that knowledge to solve problems.

Studnets' learning can be improved by applying what they learned in new situation. Thus, at the application level, studnets must descide what information to use so as to solve problems

(Kissock and Iyortsuun, 1986). Application questions call for students to apply information they have learned in order to search and answer to problem (Perrott, 1986). On top of that, questions of the application level of taxonomy ask students to apply a rule or process to a problem 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 (Cooper, 1986). There are key words that help teachers to ask application questions. Some of them are: apply, classify, use, give an example, solve, design and demonstrate (Cooper 1986, Perrott 1986).

2.4.2 Higher Order Questions

Higher-level questions are those requiring complex application (e.g. analysis, synthesis, and evaluation skills). Questions at higher levels of the taxonomy are usually most appropriate for: Encouraging students to think more deeply and critically.

2.4.2.1 Analysis questions

Analysis 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. (Perrott, 1986).

2.4.2.2 Synthesis Questions

Synthesis questions are creating questions in which you utilize the basic information in a new, original, or unique way. Synthesis questions are higher order questions that ask students to perform original and creative thinking (Cooper, 1986). 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. To mention some of them are: create, plan, construct, formulate, puttogether, produce, and design , (Perrott 1986 & Cooper, 1986).

2.4.2.3 Evaluation Questions

These are questions which help us decide on the value of our information. They enable us to make judgments about the information. Evaluation levels of questions are higher order process and do not have a single correct answer. They require the student to judge the use of an idea, a solution to a problem. There are also key words which indicate evaluation questions. Some of them are :judge, argue, decide, evaluate and assess (Farrant 1988, p.191).

2.5 Procedures for Classroom Questioning

A good question and questioning procedures play a great role to teach the learners in language classroom. The teacher should begin with setting objective that influence the type of questions. Planning questions helps to differentiate aims of the lesson and what is to be done or procedures

to be used in presenting questions. Perrott (1986) indicates that one of the common problems in questioning is lack of giving attention to higher order questions. This problem may take place due to failure in planning types of questions to be included and techniques how to present questions in the classroom.

According to Burton (1962) the ability of questioning depends on the ability to think and the teaching experience of the teacher. He stresses that the actual questioning technique is one of the most difficult problems in teaching. He further explains that good questioning requires skill and thinking how a question is prepared.

Various scholars have indicated different ways of asking questions in a language classroom (Farrant 1980, Burton 1962, Borich 1988, and Perrott 1986). Some of the possible ways of presenting questions that fit the teacher's objectives are shown below.

Plan the appropriate questions which should be matched with objectives of the lesson.

State questions clearly that can be easily understood and do not need to be rephrased.

Nominate on students who do not volunteer answers, but first be certain that all students understand that you will be doing this as a way of having everyone participate in the class.

Increase wait – time beyond three seconds when asking higher cognitive questions.

Focus on open – ended rather than close- ended questions.

Avoid repeating questions and the same answer questions. This will not help to keep the attention of all students. If the teacher has the habit of repeating questions many students don't listen at first as they know their teacher's habit. However, it is sometimes important to rephrase some questions using simple expressions in order to give explanations in some situations.

Use redirecting and probing as part of classroom questioning and keep these focused on salient elements of student's responses.

Ask a question then call on a student, in order to keep the attention of the whole class. If the teacher first calls on a student most of the students won't be attracted by the question, this helps every student to think over the question.

Encourage students to comment on other students responses. This can help students to develop critical thinking abilities in the students.

In settings where higher cognitive questions are appropriate, teach students techniques for drawing inferences.

Ask only one question at a time. Avoid trying to elaborate on a question after it is asked. Further elaboration may result in more questions to be asked by the teacher.

Give feedback to students answer.

2.6. Effective Questions

Since questioning and questions have a crucial role in students' language learning and effective language teaching, it is essential that language teachers improve their questioning skills (Thompson, 1997). What makes questioning and the questions effective has been of concern to those in the field of ELT for many years (Brown & Wragg, 1993; Ur, 1991) and there have been numerous attempts to identify the characteristics of effective questioning technique in ESL and EFL classes.

Ur (1991) claims that questions are asked to students to engage with the language actively through speech and since this is the motive. An effective questioning technique is the one that motivated the students to give full responses about the question asked. She argues that a question is effective if it is clear enough for the students to immediately understand what it means and what kind of answer is required; if it has a learning value so that it improves thinking and the responses will contribute to further reading; if it is interesting and challenging; if it is available so that most of the learners try to answer it, not only those who are more confident and advanced; and finally if it can be extended to invite varied answers.

In line to the above it is important knowing how to sequence questions . So, questions are planned how they can be presented , the cognitive level increases as the questions go on. This ensures that students are led to answer questions of higher-order thinking skills but it needs a sophisticated thinking skills. If questions are prepared in this way, students have opportunities to ask their own questions and seek their own answers.

2.7. Teachers Questioning Techniques

In foreign language classroom, questioning techniques are powerful method to engage students in developing thinking, and to build new idea that teachers should develop. AS well as knowing what questions to ask, teachers also need to know how to ask question, what techniques to be employed, and how to answer in classroom. There are many different ways of asking questions. Teachers can ask each student in turn round the class; they can let any student call out the answer, they can choose a student to answer and they can get the class to answer in the class as a whole, and so on. These are called nomination techniques (Doff, 1988). These techniques are helpful for language teachers to encourage students to answer questions in group or individually. Apart from nomination techniques, there are various questioning techniques that may help language learners if employed by language teachers in EFL classrooms. The following are some of the issues that have been identified as questioning techniques of teachers.

2.7.1 Pre-Planning the Questions

Preparation is an important component of questioning. In order to make questions effective, they should be prepared earlier. In addition to this, when questions are prepared, teachers should decide on the purpose of the questions and the content to be chosen (Ma, 2008; Brown & Wragg, 1993). Questions that are asked without objective are ineffective and confuse the students. Brown & Wragg (1993) argue that what is effective for questioning is “ structure with a well-defined focus” (p.19). According to Kisko and Iyortsuun (1982) language teachers are able to help their students by planning as the teacher should prepare important topics even the best questions will have little impact if the topic has no relationship to lesson objectives or needs and interests of students. The teacher should offer variety in lesson activities. Any activity that is used all or a large portion of time, even questioning, becomes unproductive. When plans are complete compare the focal or key questions with the lesson objectives to determine. Similarly, the questions are expected to follow a logical sequence that will lead students to demonstrate the abilities desired in the objectives. At the end it should assessed whether question fit cognitive and affective level of the objectives or not.

2.7.2 Ways of Wait – Time

Wait time is pausing a few seconds briefly after a question is asked and after an answer is given. Although wait-time seems a minor issue, it gives great importance to students' thinking and processing of the question (Brown & Wragg, 1993; Nunan, 1991; Ma, 2008; Thornbury, 1996). To persuade the importance of question, Nunan (1991) says that if enough wait-time is given in classroom students participate more active than before and the wait time should be three to five seconds. In order to strengthen the above idea Nunan (1991) defined that wait-time is the length/period of time that the teacher waits after asking the question and before calling a student to answer the given question .

Regarding the application of wait – time, Perrot (1986) explained that teachers' objectives of questioning may hinder to employ wait-time in asking questions.. Wait – time has a positive effect on learner participation in that it provides students sufficient time to think about questions after they have been asked before attempting to answer them. With regard to the importance of wait – time, Perrott (1982) states: an atmosphere more conducive to discussion, in which students will have time to organize longer and more thoughtful responses, he must adopt a more appropriate questioning procedure one skill that may be to encourage longer and more thoughtful responses is to pause for three to five seconds after asking a question. In line with this, Rowe (1974); Richards and Nunan (1990), and Randall and Thornton (2001) note that increasing the wait – time after questions can lead to increased length of student responses, a greater frequency of student questions, a greater degree of student involvement in lessons, and more participation by lower students. In Richard and Lockhart's view (1994, p.188), when wait – time is increased, student participation and the quality of that participation often increases. They confirm that the basic reason for pausing after asking a question is to give time to think about possible answers. If a teacher wants his /her students to answer the questions he/she must be careful to activate that expectation by waiting after he/she asks a question. Thus if a teacher really wants the students to answer the question, he/she must allow their students to get more time to think. To provide students a few seconds usually 3-4 seconds to think and give responses to a question is very important.

According to Borich (1988), wait – time must be longer when students are expected to think about and to weigh alternative responses. He further insists that teachers should give wait at least

three seconds before asking another question, repeating the previous question, or calling on another student. On the other hand, research shows that teachers often use a very short wait – time (e-g, one second), after having posed a question, which is rarely sufficient to enable students to respond Richards and Lockarts (1994); and periods of silence that followed teacher questions and students completed responses – rarely took more than 1.5 seconds in typical classrooms Row (1972). She further discovered that when these periods of silence lasted at least 3 seconds, many positive things happened to students and teachers behaviors and attitudes. Increasing wait – time more than three seconds has a positive effect to achieve teachers intended objective. So it is believed that sufficient wait – time is particularly important for second language students to think about questions before being required to answer them. A study by Good and Brophy (2003) claims that there are various reasons why most teachers experience in extending their wait – time while they teaching. The study revealed that wait-times are preferable to shorter ones because they allow more thinking by more students, but teachers may have to use shorter wait-times when the class is restive or when time is running out and they need to finish the lesson quickly.

2.7.3 Distributing Questions

Distributing questions is a important element of effective questioning, since undirected questions often lead to chorus answers and lack control. Teachers can distribute questions by using a name, gesture, head movement or facial expression (Brown &Wragg, 1993).

Distributing questions among all students rather than restricting them to select few is generally considered desirable. In line with this, Good and Brophy (1987) explain: Students will learn more if they are actively engaged in discussion than if they sit without participation. We all know students who rarely participate in discussions but can get excellent grades. Even if such students can get a result, many students benefit from practice oral communication skills, and distributing responsibilities that helps to keep students attentive and accountable (p.145). Most of the time teachers’ questions have been directed to high achieving or to the more able students (Richards and Lockarts 1994).

In language classroom, active participation of students is very important to learn the target language. Restricting teachers’ questions to selected few students and asking the same students

to answer all of the questions is not helpful in language teaching because the other students, who have not got the opportunity to be asked, cannot be motivated to learn and show progress in their learning. Therefore, a questioning pattern in which all students in the class are called on as equally as possible may be employed in order to distribute questions to all students in the language classroom (Eggen, 2003).

It is apparent that students who are active get more chance to answer teacher' s questions. As Tsui (1995) puts it ,“ most teachers tend to allocate more turns to students who are active in class and always ready to volunteered answers” (p. 75). In supporting this idea (Nunan, 1991 p.7) comments that distributing questions among all students is very essential to language learning. In addition to this, Good and Brophy (1987), explain that “ Teachers who restrict their questions primarily to a small group of active (and usually high achieving) students are likely to communicate undesirable expectations and generally to be less aware and less effective” (p.18).

2.7.4 Modification of Questions

The way teachers modify their questions is as important as the content and the purpose of the questions. In EFL classrooms, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teacher' s questions are ambiguous for students to understand.

According to Chaudron, (1988) “ Teachers should modify a question by rephrasing it with alternative or choice questions” (p.128). Tsui (1995) suggests that it is fairly common among teachers to simply repeat a question when they fail to get a response from students.

Modifying questions can help students provide answer to question without taking more wait time. In addition to this, students with low proficiency can be helped more to improve their abilities in the language. As Chaudron (1988) points out, providing the right sort of modification of questions at the beginning or in the subsequent, rephrasing is essential to make it appropriately understandable and answerable within the student' s subjects matter and L2 comprehension. Repetition is one of many techniques teachers use to make their directions and instructions understandable to the learners Richards &Lock harts (1994). Chaudron (1988) strengthen the above techniques of modifying teacher' s language by adding the following important points. Teachers tend to pause more and to use longer pauses when teaching language learners,

particularly lower – level students. These pauses give learners more time to process what he has said and hence facilitate their comprehension.

Therefore, modifying the question may serve two purposes. It insures that the entire class hears the question. More importantly, it allows the questioner check the students understanding of his or her question. When they have not completely understood, often the student will rephrase or elaborate upon the question. In doing so the student may come to his or her own conclusions without further help. This process also gives the other students time to think above the question and possible answers to it (Hyman, 1979). From this, teachers can modify questions by giving clue, , rephrase, redirector give chance to studetns to comment .

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

As stated in the first chapter, the main objective of the current study was to investigate teachers' questioning techniques and questions types in EFL classroom. For this reason, the design of this study is descriptive survey because the research was used to describe, compare, analyze and interpret the teachers' questioning techniques and types of question which were applied in EFL classroom without conducting an experiment .In other words, this study was designed to describe or specify what actually happens while asking questions in EFL classroom. This research followed qualitative and quantitative methods to have a valid data, and the gathered data interpreted and analyzed qualitatively and quantitatively.

3.2 Setting of the study

Korem Secondary School is found in Southern part of Tigray Regional State of Ethiopia, The reason why the School was selected as a research area was: the researcher identified the problem in this school and the he is familiar with the teachers and other participants of the study to get access to the needed information.

3.3 Participants of the Study

The sources of data were all or three grade 11 EFL teachers, the other five EFL teachers who taught grade nine, ten and twelve. The other sources of data were grade eleven students at Korem high school in Tigray region. Concerning teachers, the five teachers had MA in EFL teaching. and the three teachers had bachelor degree in EFL teaching. All of them were selected since they were familiar with the topic of study and to play principal role in posing types of questions and questioning techniques.

Although information from all these participants was probably fundamental, the main target groups were eight EFL teachers and 99 selected students in Korem high school. Therefore, to get reliable and valid data and to achieve the objective of the research, the researcher chose these participants.

3.4. Sampling Size and Sampling Techniques

The population size of this study was all grade 11 EFL teachers and the other five EFL teachers who taught grade nine, ten and twelve, the other population size was 99 students at Korem high school. The school was selected for the fact that the researcher could get access and effective data collection process. To conduct the research, the researcher employed two stage schemes of sampling. The first sampling was, purposive sampling, which was only focus on three EFL teachers who teach English in grade eleven. The three EFL teachers were selected to make classroom observation and interview that the three EFL teachers who taught in grade eleven and the other five EFL teachers who taught grade nine, ten and twelve.

The second sampling is systematic random sampling technique. The total population of the study comprised of 245 students. Out of the total population of the students, the researcher selected 99 of them.

First he selected 165 students taking 95% confidence level, 50% expected frequency and 5% confidence limits to calculate the sample size is showed epi application which calculates sample size using random sampling. He selected 99 students by forming the small size from the given sample size by using the formula or the Equation 3 to yield a small size from sample for proportions below. In other words, from 245 students, first 165 students were selected. based on the above calculations. Secondly, 99 students were selected since populations that are small, Cochran (1963:75) developed the Equation 3 to yield a small size from sample for proportions. If the population N is small, the sample size n_0 can be reduced slightly. This is because a given sample size n_0 provides proportionately more information for a small population than for a large population. The sample size (n_0) can be adjusted using Equation 3. the small size is formed from the given sample size by using the formula below.

$$n = n_0 / 1 + (n_0 - 1) / N = 165 / 1 + (165 - 1) / 245 = 165 / 1 + 164 / 245 = 165 / 1 + 0.67 = 165 / 1.67 = 98.80 = 99$$

Therefore, the 99 students were made to be a part of the sample by using lottery method. The students' name was arranged alphabetically in each class based on the attendance taken from their homeroom teachers. The number of sections was 7. Each section contains 35 students on average. The reason why the researcher included students from all sections (7) is that he wanted all teachers to be reviewed by their students about their question types and questioning

techniques. This enabled the researcher to obtain the best representative sample of population for giving equal and independent chance of being selected for every student.

3.5 Data Gathering Instruments

In order to gather relevant, reliable and valid information for the study, the researcher employed three data gathering instruments namely: classroom observations, questionnaires and interviews. But, classroom observation was taken as major principal to gather the data.

3.5.1 Classroom Observation

Primarily, classroom observation was designed and administered to see the practical implementation of teachers' types of question and questioning techniques. Additionally, it allows the study of a phenomena or behavior at close range with many of contextual variable present (Waxman, 2011) Thus, in the genuine observation, the researcher observed to determine types of EFL teachers' question types and how the EFL teachers use the questioning techniques , such as pre-planning , designing different kinds of questions, ways of distribution, modification of questions, and wait time to develop thinking competency of learners. As it has been stated in sample size, three EFL teachers were observed two times each by using checklists. Then, the checklists, notes and specially six videos from the observation were collected for analysis.

3.5.2 Questionnaire

With regard to the questionnaire, the researcher prepared open and closed questions to supplement or check the data obtained from observation. Questionnaire helps to collect information in short time from large population and to get ample information. Besides, it is widely used in educational research to obtain information about certain conditions; and practice and inquire into opinion and attitude of individual or group.

For this study, The questionnaire was distributed to the small selected students from sample students. And then they were asked to find out their view about their teachers'question types and questioning techniques in their EFL classroom. About 98% of the questionnaires was closed questions. The respondents were asked to put only a tick in their column of their choice and that represent their perception of the rating scales. The rating scales range from one up to five (Strongly agree = 5 Agree =4 Neutral=3 Disagree = 2 strongly disagree =1). Whereas, the remaining about 2 % of questions was open-ended questions in which the respondents were asked to describe their opinions. The questionnaires which are given were translated into Tigrigna Language.

5.3 Interview

3. Interview questions were designed to check the data collected through classroom observation and questionnaire. The researcher employed interview purposefully selected for three EFL teachers who were assigned to teach Grade 11, the other five EFL teachers who taught grade nine, ten, and twelve at Korem high school. This instrument helped the researcher to get depth data response about their view towards to their types of question and questioning techniques, and the overview purpose of asking questions. It also supported to find out more about practical problem the EFL teachers and students face in using higher critical thinking questions and to find out their suggestions about what EFL teachers should do. Furthermore, the reason why the researcher used interview is to rephrase the questions or to modify for more clarity and to get relevant information that associates with the objective of the study.

Chapter Four: Data Analysis and Discussion Results

The central focus of this study, as outlined in chapter one, was to investigate how teachers ask questions in an EFL classroom. This section of the thesis provides the data gathered from the participants through observation, questionnaire, and interviews. However, the main method used to achieve this goal was classroom observation. The findings are also outlined in tables that display the frequency and percentage as indicated in the next section.

4.1. Data analysis

4.1.1 Results of the Classroom Observation

4.1.1.1 Types of Questions Asked by EFL teachers

Depending on the Bloom's classification, the types of questions which were the most and least frequently asked in EFL classroom setting and presented in the following table.

Table 1: Types of Questions asked by English Language Teachers (Bloom's Classification, 1950)

Observation 1=O1 Observation 2=O2 Teacher 1= T1 Teacher 2= T2 Teacher 3= T3 Number of Total question = TQ

Types of questions	T1				T2				T3				Total		
	No of question		T Q	%	No of question		T Q	%	No of question		T Q	%	No of total question	%	
	O 1	O 2			O 1	O2			O1	O2					
Knowledge	11	16	27	25.7	7	7	14	13.33	6	14	20	19.05	61	58	09
Comprehension	3	5	8	7.62	2	15	17	16.19	2	6	8	7.62	33	31.43	
Application	--	--	--	--	--	--	--	--	8	0	8	7.62	8	7.62	
Analysis	--	--	--	--	2	1	3	2.86	--	--	--	--	3	2.86	
Synthesis	--	--	--	--	--	--	--	--	---	--	---	----	-----	-----	
Evaluation	--	--	--	--	--	--	--	--	---	--	---	----	-----	-----	

Total question	14	21	35	33.3 3	11	23	34	32.38	16	20	36	34.29	105	100
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Knowledge questions: Generally, Table1 reveals that knowledge questions were the most commonly used type by observed EFL teachers more than the other types of questions according to Bloom’s classification. Specifically, from total 105 questions 61 (58.09%) of the questions asked were of the knowledge type. This data shows that the students were not asked in a way they manipulate information but to remember, recall, recognize, and repeat what they had learned. In other words, these questions mainly focused on remembering, recognizing, recalling and repeating information rather than encouraging higher critical thinking skill.. In fact, EFL teacher might have used such questions to start a classroom discussion and lead the communication or take the discussion to a higher level of thinking, but these questions should not be dominant and students should be encouraged to predict some possible answers rather than factual information. It is clear that knowledge questions are important in some aspect of language learning and teaching like remembering previously learned material; definitions, principles and lists. These questions are also more suitable for weaker students, but they shouldn’t be taken as the main goal of EFL teaching since such questions play fewer roles in enhancing higher critical thinking of EFL learners. Consequently, such questions might not benefit for learners to learn EFL at high school level because it makes them dependent on what they have learnt. Generally, in most observed classes, EFL teachers asked lower-order questions that let students remember factual information learned from the previous lesson.

Comprehension questions: comprehension questions were the second most commonly asked type, aimed at helping students understand the material rather than analyze it in EFL classrooms as it is shown in the above table. Specifically, 33 (31.42%) of all the question types were comprehension questions. They were also commonly asked in teaching and learning Vocabulary and grammar lessons. The result told that the second most preferred type of questions were comprehension questions which made students to explain, restate, differentiate and rephrase ideas in the classroom. However, these question types did not push the students to think deeply and critically. It means that comprehension questions made the learners understand the meaning of the material rather than thought critically. In spite of the fact that comprehension questions do not help learners to think deeply and critically, they can be applied depending on the purpose of

classroom questioning that provides students with a meaningful support to better understanding language. It may also help them to understand a story meaning in reading literatures.

Application questions: As shown in Table 1, application questions were asked the least, only accounting for 8 (7.61%) of questions. Statically speaking, the number of application questions used by EFL teachers were much lower than both comprehension and knowledge questions. This indicates that students had inadequate opportunity to search and solve their own real life problem by interpreting acquired knowledge, facts, techniques, and rules in a different way. Generally, the EFL teachers planned their questions commonly to evaluate students' understanding of the meaning and diagnose students' strengths and weaknesses concerning what was learnt previously. Here, students didn't not use a concept in a new situation or abstraction. This also led to them passive participant. In other way, this limited students' ability to apply knowledge to real-life situations.

Analysis questions: In relation to analysis types of questions, the vast majorities of teachers' questions did not help students to be analysts. Statically speaking, only 3 (2.85%) of the questions were analysis questions. This implies the numbers of analyst students are too small in classroom. This sentence is totally meaningless). Even if analysis questions are higher order questions, they were hardly asked compared with lower order questions. As explained, analysis types of questions have high contribution to breaking information into parts that help students explore understanding and relationships among ideas. But depending on the findings, the students were not able to distinguish between cause and effect relation of ideas.

Synthesis and evaluation questions: Table 1, shows that both synthesis and evaluation questions were not completely applied by the observed teachers in the classroom. This reflects that the students were not stimulated to the development of thinking skills. As the researchers observed five teachers, their questions were not able to make students judge about the value of ideas. Students can't put parts together to form a whole, with emphasis on creating a new meaning or structure.

Generally, the results confirmed that about less than 4 percent of the questions posed in most classrooms require thinking at higher levels. As the level of thinking question increases (flow from knowledge - evaluation) the number of questions decline.

4.1.1.2. Teachers' Questioning Techniques

Having identified the types of questions, the researcher was interested in realizing the questioning techniques while EFL teachers were using these types of questions in their classroom. The following tables illustrate the overall techniques that participants were using during lesson observations.

4.1.1.2.1 pre-planning questions.

Based on the above six observations in the EFL classrooms, the researcher observed that most of questions weren't prepared well and didn't match with their objectives because the EFL teachers had not understood that questions are vital in teaching -learning process.

Preparation is an important component of questioning. In order to make questions effective, they should be prepared earlier. In addition to this, when questions are prepared, teachers should decide on the purpose of the questions and the content to be chosen (Ma, 2008; Brown & Wragg, 1993). Questions that are asked without objective are ineffective and confuse the students. Brown & Wragg (1993) argue that what is effective for questioning is “ structure with a well-defined focus” (p.19). According to Kissock and Iyortsuun (1982) language teachers are able to help their students by planning as the teacher should prepare important topics even the best questions will have little impact if the topic has no relationship to lesson objectives or needs and interests of students.

As it mentioned above, the EFL teachers didn't give attention to prepare higher critical thinking questions because of their lack of preparation or preplanning. Based on the above table 1, Statically speaking, 58.09% of questions are knowledge and 31.43% of questions are comprehensions. Knowledge and comprehension questions (89.52%) were lower critical thinking questions because of lack of the EFL teachers' preplanning questions or preparation.

4.1.1.2.2 Ways of Distributing Questions to Students

English language teachers distributed their questions to their students in different ways. Some of the common techniques used by five observed teachers are the following:

Table 2: Distribution of questions by English language teachers (Good and Brophy, 1987)

No	By whom questions being answered	T1				T2				T3				Total	
		No of question		T Q	%	No of question		T Q	%	No of question		T Q	%	No of total questions	%
		O 1	O 2			O 1	O 2			O 1	O 2				
1	Volunteers	9	12	21	20	7	16	23	21.90	11	14	25	23.80	69	65.71
2	Non-volunteers	1	0	1	0.96	0	2	2	1.90	0	2	2	1.90	5	4.76
3	The class as whole	3	4	7	6.67	1	4	5	4.76	3	2	5	4.76	17	16.19
4	The teacher him/herself	2	4	6	5.71	2	2	4	3.81	2	2	4	3.81	14	13.33
	Total	15	20	35	33.33	11	23	34	32.38	16	20	36	34.29	105	

As shown in Table 2, the EFL teachers asked 69(65.71%) of questions to the voluntary students. questions answered by voluntary students was the most frequently used ways of distributing questions in classroom, According the give data above, the six observations clearly showed that questions answered by volunteer students were the most superior way compared to other means of distributing questions in classroom.

Here, not all students are accountable to respond to all questions. The EFL eachers frequently call on volunteers, and these volunteers seemed a selected group. This also allows most students to be silent in the classroom because they may not be motivated to respond to questions.Sometimes, it is advisable to give chances to the volunteers when the teacher wants to save time.

On the contrary, many findings informed that it will not encourage the whole students to participate and many students may pay no attention to what is being done in the classroom. This can also affect students' language learning.

The second item which is listed in the above table is, giving chance for non-voluntary students to response. Very small numbers of questions were posed by spreading questions randomly around the class. Particularly speaking, 4.76% of the total questions was answered through randomly the Non-volunteer students. Distributing questions randomly in the classroom is the most indispensable technique, because it supports to hold all students' attention in the classroom. It is also to ensure how the teaching and learning moves. If the EFL teachers use such questioning technique, the students can follow the lesson easily. It should be considered that the students will think when teachers ask a question seriously and wisely. But this data traveled that the EFL teachers neglected for the students who didn't raise their hand.

The third item is related to the number of questions answered by the class as whole. AS it is shown in Table 3, 17 (16.19%) of the total questions were answered through the whole class. Teachers can allow the whole class to provide responses or chorus answer for different purposes, such as to practice the language and check students' understanding as the whole and avoid their fear while answering questions together. But this way of answering doesn't make students rational and critical thinker as most students' answer may be dependent on the dominant students and some other may keep silent. Besides, the class becomes disturbed due to making a lot of noise by the students. This finding reflected that the EFL teachers' questions were not well distributed to the whole class with individual student response. Simply, the EFL teachers gave chance for only some students to control the class. As a result, questions couldn't let most students pay attention to their class.

Finally, AS it is shown in table 2 that the data obtained from the observations, 14 (13.33%) of the total questions were answered by the EFL teachers themselves. The EFL teachers answered their questions themselves since they didn't give their enough time students to think critically and answer. For this reason, more or less the EFL teachers should have given opportunity to their students to think and analyse each question because it is better to empower them than talking.

4.1.1.2.3 Ways of Modification Questions

Table 3: Teachers' Ways of Modifying Questions

Total number of frequency= T F

No	Ways of Modification Questions and not	Total	
		No of question	%
1	The EFL teacher used mother tongue language	1	0.95
2	The EFL teacher repeated the question when the students keep silent	51	48.57
3	The EFL teacher asked their students unclear questions although they rephrased.	41	39.05
4	The EFL teacher gave clue by rephrasing the question clearly	4	3.81
5	The teacher used probing or follow-up questions	-----	
6	Redirect the question by letting other students comment on his or her statement	3	2.86
	Total	105	100

Generally, Table 3 shows the second two modification ways were dominant modifications of questioning techniques employed during observation: repeating questions and asking unclear questions although the EFL teachers rephrased.. During the observation, The second item in the above data, is repeating questions. Statically speaking 51(48.57%) of the questions were repeated by the EFL teachers themselves. Repeating questions were a way of avoiding unwanted silence when students do not understand the original presentation, yet the students didn't concentrate at the first question as they might know their EFL teaches' behavior of repeating. That was a boring thing whenever the EFL teachers repeated questions during the observation; Additionally, they consumed much time by repeating the questions.

AS it is shown in table 3 that obtained data from the third item, the 41(39.05%) of the given questions had language problems that made the students became confused despite the fact that the EFL teachers rephrased the questions. For this reason, the students were confused when the

EFL teachers didn't use appropriate pronunciation, grammar, conjunctions, etc. although they rephrased the questions.

The fourth item in table 3 almost no questions were given clues by rephrasing by the EFL teachers. As it is known, if the questions are difficult, students become silent in the class. Therefore, to make them participate, the questions must be related to students' level or it should be known by students, if not, they will not be interested in participating. Besides, the EFL teacher can replace a difficult word with what they think is more important. The EFL teacher is also expected to simplify the word, the pronunciation, grammar and discourse markers fluently, but in the observed EFL classes, only 4 (3.81%) of the questions was modified by rephrasing to give clue.

The fifth item, which should be considered as a means of modification of questions, is probing or asking follow up questions that let students think and bring some possible answers about the asked question and helps them to be independent of the text. But, it was never practiced in the observed six EFL class observations so far. Based on the above table in item 5, it was not made to modify vague questions using why to the given answers by the students.

At the end of the item in table 3, the researcher tried to assess whether questions were redirected to be commented by other students on the original once or not. As it is shown in table 4, very few numbers of questions 3 (2.86%) were modified by redirecting ways of modification by the EFL teachers. This kind of modification is used to assure that the entire class listen the question. Instead of repeating the questions continuously, the EFL teachers should have used simple words that could relate with the students' level. The EFL Teachers couldn't also use follow up questions and redirect the questions by giving chance for others to comment on the student's mistake and that let students know what his or her question was, and giving clue that may help them understand the idea clearly. But, having been observed, the EFL teachers didn't use most of those techniques.

4.1.1.2.4 Ways of using Wait- Time

According to the observation, students were rarely given sufficient time to formulate their answers after asking and before answering questions. In line with this, Table 5 shows how much

time (seconds) was given to students after asking the question and before calling on a student to answer it.

Table 4: Wait- time after asking a Question by English Language Teachers (Nunan, 1991)

No	Length of Wait-Time	No of questions	%
1	One second	51	48.57
2	Two second	46	43.81
3	Three second	5	4.76
4	Four second	3	2.86
5	More than four second	-----	-----
	Total	105	100

According to the above information about the length of time being allowed by the EFL teachers after they asked a question, 48.57 % of each teacher's question was given one second. In addition to this, 43.81 of the questions was also given two seconds. That means only a few questions were allowed to be offered three or four seconds for a response. But there is not any question which was given more than four seconds. Because of this, it showed that the EFL teachers didn't have enough knowledge about the important of giving time for their students after asking a question to think more than expected rather they were forced to answer immediately. Most students were given almost no sufficient time to think about questions after they had been asked and.

In spite of the fact that some clever students tried to answer each question from what they learned previously immediately, they were not invited to add their own suggestions. Because of the shortage of time being allowed, the quality of participations in the EFL classes often decreased in the classroom. Based on this finding, it was not enough time most of the questions that need more than four seconds after asking a question; as a result, students' answers were short. In other way, if the questions were assigned with enough wait-time, the EFL teachers would minimize discourse errors, ask higher level questions and encourage lower learners. It is believed that one can learn more from having more seconds to respond to higher order questions than lower order ones (Rice,1977). As discussed in table one above this, almost all the EFL teachers'

questions were comprehension and knowledge type of questions. These types of questions were not required more than 1 or 2 seconds, but more time should have been given to low proficient students to think and answer questions. For this reason, the EFL teachers should have allowed enough time not only depending on the type of questions but also depending on the learners' level to let the students think and extend long answers in spite of the fact that the questions were short.

4.1.3 Challenges that English Language Teachers Face in Asking Questions

Even if EFL teachers have their own problem in asking questions, they are also some challenges which appear as barriers to worsen the practice of it. The six observations were observed by the researcher in three EFL teachers two times each. There were challenges in EFL classrooms as mentioned in the below table.

Table 5: Difficulties that English language Teachers face in asking thinking Questions (Burton, 1962)

No	Questioning Difficulties based on observations	Yes		No	
		No of observation	%	No of observation	%
1	Teachers do not ask high level of questions in EFL class room due to lack of awareness about the different level of questions	6	100	--	--
2	English teachers do not modify the questions well because of their language level	4	66.66	2	33.33
3	Teachers repeatedly ask closed questions	5	83.33	1	16.66
4	improper use of time to ask questions	6	100	-	-
5	The students are interested in answering only memorable questions and factual information				
6	The students have lack of interpretation and	5	83.33	1	16.66

	analysis of teacher's questions because of their language level				
7	The influence of the text book's questions	5	83.33	2	16.33

As can be seen in table 5, there are so many problems that teacher face to use the effective questions in EFL classroom. As the researcher was absorbing the class, (100% of questions had problems because of EFL teachers' lack of awareness to construct good questions. all of the questions asked by the EFL teachers unrelated to the objective of the lesson. More than half the of the questions asked by EFL teachers (66.66%) had language problems when they were modified; for this reason, the students became confused. But, 33.33% of the questions had good language when they were modified by EFL teachers. They were also having a problem in time usage. All of the questions (100%) asked by EFL teachers weren't given enough wait-time for students to think over it. The questions which needs more time that to develop students' higher critical thinking ability weren't understood by EFL teachers. During observations, most of the questions (100%) were knowledge and comprehensive. In other words, (83.33%) of closed-opens questions which were asked repeatedly by EFL teachers that need few seconds and make learners prevent from thinking and reasoning out. But, 16.66% of the questions were high level cognitive questions.

Moreover, 83.33% of the questions asked by EFL teachers weren't higher critical thinking questions because of students' language difficulty to interpret the meaning of the question. As it was seen in the observation classes, there were mismatched ideas between what the students replied and the meaning of the questions.

Finally, based on the observations, (83.33%) of the questions given by three EFL teachers had text book's questions since most of the questions of text book were closed and students were asked as it was, without rephrasing and using some follows up questions. Whereas, (16.330%) of the questions were rephrased by EFL teachers. Nevertheless, students' interest to response only closed opens questions had affected a little bit EFL teachers' use of effective questions as compared with other mentioned challenges. Generally, to have active learning in EFL classroom, the above mentioned issues should be taken into consideration by EFL teachers.

4.1.2 Presentation of Questionnaire Results

This section is concerned with analysis of questionnaire data. The students' questionnaire were designed to validate the information gained through classroom observation. The questionnaires were also designed for eliciting perception of students concerning English language teachers' type questions and questioning techniques in their school. Besides this, they were able to obtain the information that could not be seen obviously through classroom observation. Thus, the responses to each questionnaire statement were comparatively analyzed and interpreted using frequency and percentage through Likrt-type scales (level of agreement) .These are:

Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and strongly disagree (1)

4.1.2.1 Results of Students' Questionnaire

Part one : Students' Questionnaire with close ended questions

Table 6: Students' response concerning to teachers' types of questions

	Type of questions teachers ask are:	5		4		3		2		1	
		Student's number	%	Student's number	%	Student's number	%	Student's number	%	Student's number	%
1	factual or Short questions	32	32.32	52	52.52	-	-	15	15.15	-	-
2	challenges that need time answers	--	--	18	18.18	--	--	73	73.73	8	8.08
3	balanced between factual and thinking	--	--	12	12.12	--	--	82	82.82	3	3.03

	questions										
4	Your English teachers offer you enough time that enable you to encourage longer answers	--	--	18	18.18	--	--	69	69.69	12	12.12

As shown in Table 6, in question one, students were asked if their teacher's questions were factual or short questions that can easily be answered. In the view of almost all respondents, teachers' questions were simply the lowest cognitive level-known as fact, recall, or knowledge which is asked to find answers and remember what had been learnt. To make it sure, 84.84% of the students commented that their EFL teachers' questions were factual or short questions that can easily be answered, specially, 32.32% of them strongly agreed compared to 52.52% of the respondents. But only 15.15% of them replied that their teachers' questions were not factual information.

On the other hand, the EFL teachers seldom ask higher level questions. Among the entire majority 73.73% and 8.08% of the respondents expressed their disagreement and strong disagreement, respectively. Whereas, the minority of respondents (18.18%) showed their agreement that their teachers' questions can motivate, deepen students' thinking level and increase their ability to conceptualize an idea. The mean value is 2.31. This implies teachers don't create interest and motivation that engages students actively involved in the thinking questions. This finding matches with Wilen's (1991) that the majority of questions asked by teachers are low level cognitive questions that require students to focus on memorization and recall of factual information rather than questions which concentrate on thinking, enjoying and solving problems. This illustrates that the teachers' questions do not require students to generate ideas except listing to respond to the questions.

Similarly, from the above data, it is clear that factual questions are superior to thinking and teachers' questions are not balanced in classroom. To take some evidence from the data, 82.82% of respondents exposed their teachers' questions were not balanced. In addition, 3.03% of them expressed their strong disagreement. But, only a few students (12.12%) believed that there was a balance between factual and thinking questions.

As can be seen from Table 6, the majority of the students answered that the time constraints to respond to questions successfully. Their teachers gave them insufficient time to answer questions especially for open-ended questions; 69.69% and 12.12% of the respondents replied saying 'disagree' and 'strongly disagree' respectively to the statement. But the remaining 18.18% answered saying 'agree'. This reveals the respondents didn't agree the EFL teachers ask questions related to wait time. This reflects that the EFL teachers cannot significantly enhance the critical and problem-solving skills of students by allowing sufficient time, both after asking a question and after an answer is given from the students. Instead of encouraging suggestions generated from the students, the EFL teachers are thinking about only the coverage of the daily portion. This technique also prevents the students from deep understanding, increasing notional answers and giving lengthy response for the raised question. This elaboration reveals that the school's students have no the opportunity to think, argue and judge response. As a result, most students become passive participants in the classroom due to the shortage of time allowed. The data show that the respondents disagreed teachers' questions are balanced.

Table 7: Students' response with regard to Ways of Teachers' Questioning in EFL Classroom

No	Ways of modification of questions given by EFL teachers.	5		4		3		2		1	
		Student's number	%	Student's number	%	Student's number	%	Student's number	%	Student's number	%
5	By whom questions being	--	--	--	--	--	---	--	--	--	--

	answered										
5.1	Voluntary	28	28.28	66	66.66	--	--	5	5.05	--	--
5.2	Non-voluntary	-	-	24	24.24	8	8.08	67	67.67	--	--
6	Ways of Modification Questions	--	--	--	--	--	--	--	--	--	--
6.1	Repeating the question	22	22.22	52	52.52	--	--	15	15.15	--	--
6.2	rephrasing the questions	--	--	21	21.21	18	18.18	60	60.60	--	--
6.3	Redirecting the question	--	--	15	15.15	23	23.23	61	61.61	--	--
6.4	Giving clue/follow up qu	--	--	12	12.12	13	13.13	59	59.59	15	15.15
6.5	Using mother language	--	--	36	36.36	45	45.45	18	18.18	--	--
6.6	By giving follow-up questions	--	--	17	17.17	14	14.14	62	62.62	6	6.06

Firstly, the students were given questions to denote degrees of agreement to their teachers' distribution of questions in which the researcher wants to know whether students were given an opportunity when they were voluntary or non-voluntary to answer questions in classroom. Most

of respondents believed that they are requested to offer an answer whenever they are only voluntary. To make it sure, 28.28% of the students described their strong agreement and 66.66% also agreed that they are given chance to respond when they raise their hands. However, very few students (5.05%) opposed this idea.

The finding reveals that students are asked and given chance to response is when they are voluntary. The result indicates that the EFL teachers call on voluntary students to answer questions in many EFL classrooms. This way may help the EFL teachers to maximize correct answer in the classroom; however, it prevented all students from active participation in the class. It doesn't also hold the attention of the whole class rather than encouraging only voluntary students. In addition to this, it might invite students to do other unwanted activities which are not related with the lesson and disturb in classroom. Simply, based on the opinion of the respondents, the practices of calling on volunteers became the dominant nominating techniques. This also makes the students dependent upon EFL teachers to respond. Thus, this distributing technique should not be adopted much because it encourages passive learning language in classroom. Then, questions should be distributed randomly or lottery system based on students answering ability and difficulty of question (Perrot, 1986).

After that the researcher wanted reliable information from the students about their teachers' ways of modification of vague questions. The highest percentage which was commented by the students repeating questions. AS it is seen in the table 22.22% of the respondents expressed their strong agreement and 52.52% also agreed that their EFL teachers had the habit of repeating questions. From the total respondents, 15.15% of them disagreed with teacher's repetition of questions. This means the respondents agreed on the use of repeating of questions by EFL teachers.

As shown in the table, some EFL teachers' questions were modified using native language which accounts of the respondents agreed , but a large numbers(45.45%) of the participants were neutral. The mean value is 4, and this indicates some EFL teachers modify questions is using translating into first language.

Depend on the students' view, the habit of teachers 'paraphrasing' is low. For example, 60.60% of the students remarked that their teachers didn't paraphrase questions in which learners can

understand. However, some students (21.21%) reported that EFL teachers could paraphrase to the vague question. Out of the total, 18.18% of them neither agreed nor disagreed about paraphrasing of questions.

The EFL teachers also rarely used redirecting or giving chances for the students to comment on others. Based on the above table, more than half of the students pp(61.61%) said that their EFL teachers didn't allow questions to be commented by other students. In contrast to this, (15.15) of them agreed on using this method. The remaining, 23.23% abstain from saying anything.

Few numbers of EFL teachers (12.12%) employ giving contextual hint (meaning) to vague question. As shown in the above table 59.59 and 15.15 said agree and strong agree respectively, The evidence indicates most of the respondents didn't agree about the use of giving clue.

Similarly, students were asked if their EFL teachers used follow up questions. But based on the data, 62.62% and 6.06% of the the samlpe students disagreed and strongly disagreed respectively that their EFL teachers gave follow up questions to them. Whereas, only 17.17% believed that their EFL teachers used some follow up questioning techniques. From the total respondents (14.14%) neither agreed nor disagreed or they became neutral.

As questioning technique, it is essential to use some follow up questions, redirecting, rephrasing and giving clue to question if a student does not understand it. But, the finding reveals that these techniques were rarely implemented in the school. As explained above, when students do not understand questions, a large number of EFL teachers frequently used repeating questions and some of them used mother languages such as Amharic and Tigrigna

Table 8: Students' response regarding teachers' difficulties in asking thinking questions

No	Item	5		4		3		2		1	
		Student number	%	Student number	%	Student number	%	Student number	%	Student number	%
7	I am not good at answering and asking questions in English classroom because I am afraid of making mistakes	19	19.19	50	50.50	6	6.06	17	17.17	7	7.07
8	Students can't understand teacher's questions because of students' language level	16	16.16	52	52.52	--	--	27	27.27	4	4.04
9	Your English teacher doesn't give you enough wait- time after asking the questions and before you answer the questions	13	13.13	47	47.47	16	16.16	23	23.23	--	--

As shown in the Table 8, the students reported that they were too silent and nervous to ask and answer questions not to make mistake in classroom. More than half of the total respondents agreed and 19.19% of them also strongly agreed that they were afraid of making mistakes while answering questions, but accounting 17.17% and 7.07% responded disagreed and strongly disagreed, respectively. Out of the total respondents 6.06% of them were neutral. In other words, most of the students did not engage themselves in asking and answering questions in learning English language properly. According to respondents, fear of making mistake is one of the obstacles to formulate and reply questions. Besides, the background of students inhibited

students from asking questions and they may have not any experience of making possible answers due to lack of being encouraged. Thus, it may be appropriate to avoid this inhibiting factor from students by using various activities like debate that could help students to speak on the stage and avoid the feeling of fears.

Secondly, students were asked to put a comment for not understanding EFL teachers' questions because of their language level. Majority of the participants (52.52%) believed that they had language problem in understanding EFL teachers' questions and 16.16% of the respondents strongly agreed for the occurrence of such problem in learning EFL classrooms. Whereas, 27.27% and 4.04% of the respondents expressed their disagreement and strong disagreement respectively that they had lack of interpretation of EFL teachers' questions. The finding indicates students had language Perhaps they were not accustomed to the English language structures and patterns. But, this could be solved if students are motivated to whatever they say.

Finally, these students who were selected for questionnaire were also asked if their EFL teachers gave them enough wait-time after they were asked and before responding questions. According to the given suggestion of the majority of the respondents, EFL teachers didn't use wait time while they were asking. For example, 13.13% and 47.47% of them strongly agreed and agreed respectively that their EFL teachers didn't allow wait time that help them think. On the other hand, 23.23% of the students confirmed that EFL teachers wait a little time until students think about it. But, the remaining 16.16% of them neither express their agreement nor disagreement about it, Based on the data, students are not given wait time to think over it.

Generally, as it was seen during the observation, EFL teachers didn't give enough time for students while answering. For this reason, they couldn't elaborate questions that need long answers and reasons.

Part Two: Students' Questionnaire with the open ended question

10. What do you think about the strengths and weaknesses of your English teacher' questions and questioning techniques? Can you explain it?

The sample students were asked to express their feeling about the strengths and weaknesses of their English teachers' questions and questioning techniques. The responses of the respondents

were almost similar. Regarding to the weakness of the EFL teachers, 108students said that their teachers encouraged them when they were only voluntary to response questions and tried to modify vague questions by translating the questions in to students' first language.18students also put down that the EFL teachers mainly asked questions from the text book.

Generally, based on the evidence from the respondents, most teachers don't encourage non voluntary students and possible or related answers generated from the learners' view. In addition,they seldom practice the target language rather they exercised Tigrigna/Amharic in EFL classroom. Whereas, based on the information from the students about the Strengths of their teachers, most of them are punctual and they handle their notes when they come in to the class.They also ask question irrespective of its quality.

4.2. 3 Results of the interview with EFL teachers

In order to gather information regarding teachers' view on English language teachers' questions and questioning techniques, the researcher prepared five interview questions for all (three) observed EFL teachers who taught in grade eleven and all (five) EFL teachers who taught grade nine, ten and twelve (see the Appendix C). Each of the questions was semi structured. The interview questions were focused on the types of questions asked by EFL teachers, techniques of questioning, difficulties that face in asking question and the purpose of asking questions.

1. Do you ask questions in your actual class room? If so, how do you ask them?

In question No 1, eight English teachers were asked to express their feeling if they ask questions and the questioning techniques they use in classroom setting. The responses of the interviewees were almost similar in that they asked questions in their classroom even if there was little difference in their ways of asking. For instances, distribution of questions, modification of questions and giving wait time after questions are asked and before students are invited to answer.

Three EFL teachers (T1, T2 and T8) said that they asked questions that can be easily understand to the students structure of the language and remembering questions. In addition to this , they didn' t give enough time because they thought that their students were accustomed to the time which is mostly used in the class. But they encouraged questions being corrected by their friends

and modified the confused questions by giving clue and repeating the question. Besides, most of the time, they nominated for voluntary and non-voluntary students equally.

Whereas, the other three EFL teachers (T3, T4 and T6) said that they gave time based on the type of question and if students didn't understand the question, they used students' mother language and most of the time, they nominated for voluntary learners. But, from the total respondents, Both of them (T5 and T7) said that he didn't use students' mother language as a means of modification of questions. That means more or less, he tried to practicing the target language. Generally, most of the teachers modify questions by repeating questions and enough time were not given to understand the question.

2. What is your opinion about the purpose of asking questions and questioning techniques in EFL classroom? Could you explain it?

T1, T3 and T8 said that the main aim of asking questions for students in EFL was to identify students' strengths and weakness in the given topic of the lesson, and check if all of their students followed them while they were teaching. These three EFL teachers also expressed that the purpose of having had awareness about the questioning techniques was to create interest and motivation in their students easily.

T2, T6 and T5 said that asking questions had many purposes for both teachers and students. For example, to improve students' participation, speak fluently, share or discuss their ideas with other students and teachers. They also said, having awareness about questioning techniques could help EFL teachers prepare questions based on the students level and students' needs by rephrasing the difficulty of the question.

Both T4 and T7 said that the purpose of asking question was to examine students' ability related to the grade level at which they were, and to check their understanding of what teacher said. As there were various types of questions that EFL teachers applied to assess the students' memory of previously-learned materials having had an aware of questioning techniques in EFL classroom was fundamental procedure.

3. What types of questions do you think can develop their thinking ability? Could you explain them?

T4, T5 and T7 said that open-ended question were more important than closed questions to develop students' thinking ability although their questions were closed questions because the students couldn't understanding, analyzing and solving any difficult questions in the class. Due to this, open-ended questions were rarely asked in English classroom. Majority of the questions being asked in EFL classroom were closed questions types.

On the contrary, open ended question is a question that has many possible acceptable answers which may not be known by the EFL teachers. it is also a kind of question in which students can share their opinion with one another and finally concluded by the EFL teachers.

T1, T2, T3, T6 and T8 said that although open ended questions were important for developing thinking ability of students, closed questions were frequently applied in EFL classroom because of language level of the students. When open ended questions being asked, participation from the students became decreased. Whereas, when closed questions were being asked, participation from the students became increased.

4. What major challenges you face while you are asking questions in your teaching EFL classroom? And how do you try to solve them?

T1, T2, T5, T7 and T8 said that there were many challenges, such as; students back ground, , the interest of the students and teachers. They tried to ask very simple questions, let them use their native language and make them friendly in order not to be frightened while answering question to solve those problems. They remarkably added that those challenges could be solved when teachers were motivated.

T3, T4, and T6 said that EFL teachers should do was, ask question, then call on non-voluntary students that might enable teachers to control the class and in still attention in their mind. They also added that teachers waited their students until they tried to response.

To sum up, from the above data analysis, more or less, all of them interviewee teachers asked questions in their classroom, but which type and how they ask. Because most participants haven't explained concerning to the higher level types of questions and questioning techniques in advance. Furthermore, no one has explained about Blooms' taxonomy questions. This reflects there is no enough awareness and implementation of promoting thinking questions.

Effective questioning technique is not always happened, even among teachers with considerable experience in teaching.

This depends on low-level questions and neglecting other types of questions promotes memorization learning and discourages higher-order thinking processes among learners. This also affects students in language learning. Furthermore, there are constraints such as, low level of students' language proficiency, participation interest and lack of being motivated for teachers were raised by Korem Secondary School teachers as obstacles for their implementation of questioning techniques in EFL classes.

Chapter Five: Summary, Conclusion and Recommendation

5.1. Summary of the Study

As it has been discussed in statement of the problem, the purpose of the current study was to investigate teachers' questioning techniques and identify the type of questions which are asked and have no equal degree of purpose in EFL classroom at Korem secondary School with reference to Grade Eleven. Thus, specifically, the research project has attempted to answer the following research questions: What types of questions do EFL teachers ask in their classrooms to develop students' reason and higher critical thinking ability. What techniques do EFL teachers use to ask questions in classroom? What is the purpose of the classroom questions being asked by EFL teachers? What challenges do EFL teachers face while asking questions? For the accomplishment of the research requirements, the researcher carried out the following procedures. Only one secondary school was selected intentionally. There were also eight EFL teachers and 99 students who were involved in this study; particularly three EFL teachers were the main target participants to simplify the way of gathering data from the observation and All (8) EFL teachers were interviewed to answer open-ended questions. From eight EFL teachers, three EFL teachers were observed two times each with the help of checklist prepared by the researcher. Besides, questionnaires were distributed to 99 sample students. The major data collection for this research was observations. The remaining instruments were like interview and questionnaire were used to supplement the major data collected through observation. Most of the data collected through these instruments were also analyzed through no of student and observation, percentage and descriptive interpretation. The research finding shows that there was shortage use of questioning techniques. As the result, there has been very little change in students' student thinking practice. Concerning types of questions, Walker (1975:16,) and Wringe (1989:86) corroborate that intensive communication takes place by asking questions and answering. In questioning and answering exchange, questioning that promote thinking is very important. However, the result has shown that teachers' questions, the predominating ones are those that are concerned with recall of facts already learned which are considered lower order questions. As it was evident from data analysis, knowledge and comprehension questions were the first two prioritized types of questions that the EFL teachers applied in their classroom.

Numerically, the research confirmed that 89.52 % of all types of questions are lowest cognitive level and almost all EFL teachers hadn't the habit of asking more higher critical thinking questions. Asking low order level questions may have their own contributions in teaching and learning English. However, concentrating on factual answers has a little benefit to develop the creative thinking and creative ability of learners that provide students opportunity to practice the language skills and let them reason out.

Although different questioning techniques were being applied by the EFL teachers during lessons, they were not well used. For example, wait-time, which was not the most interesting in extending long answers, given to think about the teachers' question was not more than 1-2 seconds in all cases. Concerning the ways of distribution of question, most the total questions were answered by volunteers. But few questions were randomly answered by the students. This confirmed that not all students are accountable to respond to all questions. The EFL teachers frequently encouraged high achievers without considering the lower achievers by looking at students who raised their hands. As it was observed in the classroom and obtained from other data collected, the large number EFL teachers (74.74%) modified questions by repeating questions and some were translated into students' native languages. Though these were often used for other purposes than improving comprehension and making vague questions understandable, the EFL teacher repeatedly employed these modification techniques. Rephrasing questions, which was rarely observed on EFL teachers, is very indispensable to a simplified and regulate comprehended questions. Regarding nomination techniques, most EFL teachers asked questions by calling on voluntary students. Likewise, few questions were given to non-voluntary students to answer. However, a few EFL teachers nominate students before asking question. This method of nomination may not be helpful for a student, since it leads others to pay less attention to the questions asked. Lack of awareness about the questioning techniques due to lack of teachers' training, low language proficiency on both students and EFL teachers, fear of making mistakes on the side of students, the influence of the text book, asking unclear questions and lack of encouragement for students' possible answers are also the challenges faced in implementation effective questioning techniques in EFL classroom. Finally, the participants view that questions and questioning techniques play an important role in developing students' proficiency English language skill. Thus, higher level questions positively affect to the implementation language learning in EFL classroom.

5.2. Conclusions

Based on the finding of the basic research questions, the following conclusions are drawn. At Korem Secondary School, most EFL teachers' questions are at the lowest cognitive levels known as fact, recall, or knowledge and comprehension questions that do not require for students to successfully develop their higher critical thinking ability and active participation. The finding indicates that EFL teachers use poor questioning techniques: the questions were not well-planned because of lack of EFL teachers' preparation or preplanning, the questions were not well distributed to all students, rather than calling on volunteers for response, the EFL teachers modified vague questions mostly by repeating the questions and some questions were translated into learners' first language. No sufficient time allowed for a question after being asked and before responded. Although the EFL teachers asked questions in their classroom and they believed that the purpose of asking question is to improve students' participation and their language proficiency, their questions are not balanced and well-designed based on the objective of the given lessons.

Lack of awareness about the different level of questions and questioning techniques, the influence of the questions of the text book, afraid of making mistakes, lack of encouragement for students while answering questions, students and the problem of EFL teachers using language effectively, are some challenges EFL teachers face while asking questions at Korem secondary school.

5.3. Recommendation

Based on the findings of the study and the conclusions made, the following recommendations have been forwarded. At secondary schools, EFL teachers should be given regular training and awareness by language trainers about the types of questions (especially, Bloom's classifications) and different types of questioning techniques, and their implementation should be assessed accordingly. The EFL teachers should plan (in daily lesson plan) their questions before asking and ensure that the questions are essential, clear and match with instructional objectives. EFL teachers should try to lead students to higher-level thinking processes and ask them as many challenging questions as possible in order to arouse their curiosity and interest to the lesson.

Curriculum designers should balance between higher and lower order questions by reducing too many questions that need short answers like "yes –no" from the text book. Such questions can make students and teachers dependent and respond without fully understanding / thinking with the issue. When used, such questions should be followed by other questions to determine the thinking process of the students. EFL teachers should create comfortable atmospheres in asking questions and active learning by showing clue, asking follow-up questions related to their level or which are not too far from the ability they have, and giving chance for other students to comment on his\her answers.

It is advisable that students should be given wait time depending on their level and the purposes of questioning. Students should be motivated to respond regardless of their accuracy. This may create strength on the students' potential. Finally, the researcher recommends other researchers to study on the questioning techniques, purposes of questions in relation to EFL classroom. Therefore, this paper doesn't in anyway claim to be a complete one, it is essentially considered that more research has to be conducted on the problem, in order to come up with a reliable solution.

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MEKELLE UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND
LANGUAGE DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE RESEARCH

THESIS ON:

AN INVESTIGATION INTO TEACHERS' QUESTIONING TECHNIQUES IN EFL
CLASSROOM AT KOREM SECONDARY SCHOOL IN PARTICULAR REFERENCE TO
GRADE ELEVEN CLASSROOM

Observation in EFL classroom This observation checklist is designed to observe the types of questions, questioning techniques, such as preplanning, modification of questions and distribution of questions, wait

-time and Questioning Difficulties that the EFL teachers of the school use in their actual teaching

APPENDIX APPENDIX - A Classroom Observation -1 in EFL classroom This observation checklist is designed to observe the types of questions that the English language teachers of the school use in their actual teaching. Name of the school: _____ Class observed: Grade _____ Section _____ No of students in a class: _____ Topic of the lesson: _____ Data: _____ Time: _____ Classroom Observation Checklist A-1

Table 1: Types of Questions asked by English Language Teachers (Bloom's Classification, 1950)

Observation 1=O1 Observation 2=O2 Teacher 1= T1 Teacher 2= T2 Teacher 3= T2 Number of

Total question = TQ

Types of questions	T1			T2			T3			Total		
	No of question	T Q	%	No of question	T Q	%	No of question	T Q	%	No of total question	%	
	O1	O2	O3	O1	O2	O3	O1	O2	O3			
Knowledge												58
Comprehension												
Application												
Analysis												
Synthesis												
Evaluation												
Total question												

Classroom Observation checklist A-2Table 2: Distribution of questions by EFL teachers (Good and Brophy, 1987)

No	By whom questions being answered	T1			T2			T3			Total	
		No of question	T Q	%	No of question	T Q	%	No of question	T Q	%	No of total question	%

														stions		
		O 1	O 2	O 1	O 2	O 1	O 2									
1	Volunteers															
2	Non-volunteers															
3	The class as whole															
4	The teacher him/herself															
	Total															

Classroom Observation Checklist A-3

Table 3: Teachers' Ways of Modifying Questions

Total number of frequency= T F

No	Ways of Modification Questions and not	Total	
		No of question	%
1	The EFL teacher used mother tongue language		
2	The EFL teacher repeated the question when the students keep silent		
3	The EFL teacher asked their students unclear questions although they rephrased.		

4	The EFL teacher gave clue by rephrasing the question clearly		
5	The teacher used probing or follow-up questions		
6	Redirect the question by letting other students comment on his or her statement		
	Total		

Classroom Observation Checklist A-4

Table 4: Wait- time after asking a Question by English Language Teachers (Nunan, 1991)

No	Length of Wait-Time	No of questions	%
1	One second		
2	Two second		
3	Three second		
4	Four second		
5	More than four second		
	Total		

Classroom Observation A-5 Table 5: Difficulties that English language Teachers face in asking thinking Questions (Burton, 1962)

No	Questioning Difficulties based on observations	Yes		No		
		F	%	F	%	

1	Teachers do not ask high level of questions in EFL class room due to lack of awareness about the different level of questions					
2	English teachers do not modify the questions well because of their language level					
3	Teachers repeatedly ask closed questions					
4	improper use of time to ask questions					
5	The students are interested in answering only memorable questions and factual information					
6	The students have lack of interpretation and analysis of teacher's questions because of their language level					
7	The influence of the text book's questions					

APPENDIX BME KELLE UNIVERESITYCOLLEGE OF SOCIAL SCIENCE AND
LANGUAGEDEPARTMENT OF FOREIGN LANGUAGE AND
LITERATUREQUESTIONARE ON: TEACHERS’ QUESTIONING TECHNIQUES IN EFL
CLASSROOM AT KOREM SECONDARY SCHOOL IN PARTICULAR REFERENCE TO
GRADE ELEVENQUESTIONNAIRE FOR STUDENTSGeneral InformationDear: Students

The researcher is presently making an investigation on English language teachers’ questions and their questioning techniques in Korem high school. Therefore, the following questionnaires are designed to gather relevant data for the study from you. As a result, your response will have much contribution to the success of the intended research. So, please read each item in the questionnaire carefully and give your genuine response. I

would like to assure you that all your responses would be kept confidential and used only for the intended research purpose. Consequently, you are kindly requested to give your opinions freely. N.B: You are NOT required to write your name. Thank you for your genuine response in advance! Instruction Indicate your answer by putting a “√” in the boxes given. For close-ended questions write your opinion in the spaces provided. Part One: Personal information Sex:

Age : <14 year _____

Male : _____ 14-18 year _____

Female : _____ >18 year _____

Part Two: Putting a tick mark /“√”/ on the Table that shows Scale Please indicate to what extent you agree or disagree to each of the following statements. Put a tick mark “√” below the number that contains your choice. Strongly agree = 5 Agree =4 Neutral=3 Disagree =2 strongly disagree =1

Table 6: Students' response concerning to teachers' types of questions

	Type of questions teachers ask are:	5		4		3		2		1	
		Student's number	%	Student's number	%	Student's number	%	Student's number	%	Student's number	%
1	factual or Short questions										
2	challenges that need time answers										
3	balanced between factual and thinking questions										
4	Your English teachers offer you enough time that enable you to encourage longer answers										

Table 7: Students' response with regard to Ways of Teachers' Questioning in EFL Classroom

	Ways of Teachers' Questioning	5		4		3		2		1	
		Student's number	%	Student's number	%	Student's number	%	Student's number	%	Student's number	%
5	By whom questions being answered										
5.1	voluntary										
5.2	Non-voluntary										
6	Ways of Modification Questions										
6.1	Repeating the question										
6.2	paraphrasing the questions										
6.3	Redirecting the question										
6.4	Giving clue										
6.5	Using mother language										
6.6	By probing										

or giving follow-up questions											
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Table 8: Students’ response regarding teachers’ difficulties in asking thinking questions

No	Teachers’ difficulties in asking thinking questions	5		4		3		2		1	
		Student's number	%	Student's number	%	Student's number	%	Student's number	%	Student's number	%
7	I am not good at answering and asking questions in English classroom because I am afraid of making mistakes										
8	Students can't understand teacher's questions because of students'										

	language level										
9	Your English teacher doesn't give you enough wait- time after asking the questions and before you answer the questions										

Part two : Answer the following question as it is required
 10. What do you think about the strengths and weaknesses of your English teacher' questions

and questioning techniques? Can you explain it?
 Strengths

Weakness _____

—

Appendix C

ME KELLE UNIVERESITYCOLLEGE OF SOCIAL SCIENCE AND
LANGUAGEDEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

AN INVESTIGATION TEACHERS' QUESTIONING TECHNIQUES IN EFL
CLASSROOM AT KOREM

SECONDARY SCHOOL IN PARTICULAR REFERENCE TO GRADE
ELEVENINTERVIEW QUESTIONS FOR EFL TEACHERS

General information Dear Teacher:I would like to inform you that all the information that you
will give in this interview will be kept

strictly confidential; and will only be used for the purpose of this research. This interview
session will focus on your view towards English language teachers' questions and questioning
techniques. Your cooperation will have a great contribution to the successful completion of this
study.

Thus, you are kindly requested to provide your genuine responses. If you do not understand
any of the questions, please ask freely or interrupt me during the interview.Thank you for your
genuine and constructive response in advance!Part One: Personal InformationName of the school:

_____Teacher' s code no : _____

Teacher' s teaching experience: _____Grade level teaching: _____

Part Two: Give your opinion to the following questions deeply as it required1.Do you ask
questions in your actual class room? If so, how do you ask them?2. What is your opinion about
the purpose of asking questions and having aware of questioning

techniques in EFL classroom? Could you explain it?3. What types of questions do you think that
students can develop their thinking ability? Could

5	□□ □□□□ □□ □□□□ □□ □□ □□□□																		
5.1	□□□□ □□□□ □□□□ □□□□																		
5.2	□□□□ □□ □□ □□□□□□																		
6	□□□□ □□□□ □□□□ □□□□□□□□ □□□□□□ □□																		
6.1	□□□□□□ □□□□																		
6.2	□□□□ □□□□□□ □□□□ □□□□□□																		
6.3	□□□□□□ □□□□ □□□□																		
6.4	□□□□ □□□□																		
6.5	□□□□□□ □□ □□□□□□ □□□□ □□□□																		
6.6	□□□□□□□□ □□□□																		

Table 8: Students' response regarding teachers' difficulties in asking thinking questions

No	□□□□□ □□ □□□ □□□ □□□□□□□ □□□□	5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
7	□□ □□□□ □□□ □□□□ □□											
8	□□ □□□ □□□□ □□ □□□ □□□□□□□□											
9	□□□□ □□□□ □□ □□□□□□ □□											

