TYPES OF QUESTIONS POSED BY EFL TEACHER CANDIDATES AND
THEIR POTENTIAL ROLE IN FOSTERING COMMUNICATION IN
LANGUAGE CLASSROOMS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

TYPES OF QUESTIONS POSED BY EFL TEACHER CANDIDATES AND THEIR POTENTIAL ROLE IN FOSTERING COMMUNICATION IN LANGUAGE CLASSROOMS

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This study investigated the impact of different types of questions used by twelve pre-service EFL teachers on fostering communication in language classrooms. In this regard, a qualitative case study was conducted. The participants were enrolled in a practicum course at a state university in Turkey. Data were collected through classroom observations based on video recordings. The types of questions posed by them during their final teaching practices in practicum schools were analyzed through two classification systems. Moreover, twelve pre-service EFL teachers, four supervisors, and two mentor teachers were interviewed regarding the definition of teacher questioning and types of teacher questions used for language teaching. The perceptions of supervisors and mentor teachers concerning the use of possible instructional strategies to improve English language teacher candidates' questioning skills were investigated.

The results of the study indicated that display questions outnumbered procedural questions which were asked for managerial purposes. However, the least frequently asked questions were the ones whose purposes were communicating with students. Teacher questioning was largely defined as a means of checking comprehension, making introduction to a topic, a means of providing active participation and guiding

student learning. As regards to the types of questions, the participants mostly mentioned yes/no questions, wh- questions, display questions and comprehension questions. With respect to the prominent instructional strategies for improving questioning skills, encouraging peer feedback, giving feedback on improving the quality of questions, watching the video recordings of lessons, engaging in tasks on teacher questions and comparing question types in different transcribed lessons were suggested.

ÖZ

İNGİLİZCE ÖĞRETMEN ADAYLARININ DİL SINIFLARINDA ÖĞRENCİLERE YÖNELTTİKLERİ SORU TİPLERİNİN SINIF İÇİ İLETİŞİMİ ARTTIRMADAKİ POTANSİYEL ROLÜ

Karakuş, Esra

Yüksek Lisans, İngiliz Dili Öğretimi

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Bu çalışma bir üniversitedeki staj uygulaması dersi kapsamında, İngilizce öğretmen adaylarının ağırlıklı olarak sorduğu soru tiplerini incelemektedir. Bu bağlamda nitel araştırma yöntemlerinden biri olan durum çalışması yürütülmüştür. Farklı soru tiplerinin sınıf içi iletişimi arttırma üzerindeki olası etkilerini araştırmak amacıyla, soru-cevap diyaloglarına odaklanılmıştır. On iki öğretmen adayının dönem içindeki öğretmenlik deneyimleri kapsamında gerçekleştirdikleri son derslerinde yönelttikleri soru tipleri, iki farklı sınıflandırma yöntemi kullanılarak kategorize edilmiştir. Ayrıca, dersleri gözlemlenen öğretmen adayları, üniversitedeki dört danışman ve uygulama okullarındaki iki rehber öğretmen ile mülakatlar gerçekleştirilmiştir. Öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için uygulanabilecek öğretim stratejileriyle ilgili danışmanların ve rehber öğretmenlerin görüşleri de araştırılmıştır.

Sonuçlar cevabı öğretmen tarafından bilinen soruların, sınıf içi yönetimi sağlamak amacıyla sorulan sorulardan sayıca daha fazla olduğunu göstermiştir. Bununla beraber, cevabı öğretmen tarafından bilinmeyen ve öğrencilerle iletişim kurma amacı taşıyan soruların en az sıklıkta kullanıldığı saptanmıştır. Öğretmenlerin soru sorma

uygulamaları ise anlamayı kontrol etme, bir konuya giriş yapma, sınıfta aktif katılımı sağlama ve öğrenmeyi yönlendirmeyle bağlantılı olarak tanımlanmıştır. İngilizce öğretmenleri tarafından kullanılan soru tipleri için en çok evet-hayır soruları, neden soruları, cevabı bilinen sorular ve anlamaya dönük sorular belirtilmiştir. Öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için önerilen öğretim stratejilerinde ise sorularla ilgili olarak akran geribildirimini teşvik etme, soruların niteliğini geliştirmek için geribildirim verilmesi, kayıt edilen ders videolarının izlenmesi ve öğretmen soruları içerikli aktivitelerin uygulanması öne çıkmıştır.

Anahtar kelimeler: Öğretmenin soru sorması, soru tipleri, gerçek iletişim, öğretim stratejileri, İngilizce öğretmen adayları

To my parents Hülya Karakuş and Ekrem Karakuş

who became role models for me as great teachers

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

EAP: English for Academic Purposes

DA: Discourse Analysis

IRF: Initiation- Response- Feedback

IRE: Initiation- Response- Evaluate

TTT: Teacher Talking Time

CHAPTER 1

INTRODUCTION

1.1 Presentation

This chapter provides information regarding background of the study, statement of the problem, and statement of purpose. In addition, the research questions and the significance of the study are presented.

1.2 Background of the study

Teacher talk not only occupies a large portion of time in language classrooms but also plays an important role in students' language development. Musumeci (1996) indicates that teacher talk constitutes nearly 66% or 72% of total time in a lesson. Similarly, Cook (2000) states that teacher talk comprises over 70% of total talk in language classrooms. According to Menegale (2008), students usually have limited opportunities to improve their speaking skills since teachers tend to talk most of the time, which almost corresponds to over 90% of the lesson time. However, the quality of teacher talk matters rather than its quantity (Seedhouse, 1997). In this vein, Brown (2001) maintains that "teacher talk should not occupy the major proportion of class hour; otherwise, you are probably not giving students enough opportunity to talk" (p.99).

One important feature of teacher talk is teacher questioning. Constituting a large portion of teacher talk, teacher questions occupy even more than two thirds of instructional time regardless of the levels of education (Blosser, 1975). Research has also shown that language acquisition can be facilitated with the help of questions as they promote both interaction and participation in language classrooms (Brock, 1986; Cazden, 1988; Nystrand, 1997; Hall, 1998).

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According to Costa (2000), using effective questions can lead to a type of learning environment in which quality learning and students' eagerness are fostered. However, the power of teacher questioning is often disregarded throughout teaching and learning processes, which results in teachers' not being able to create opportunities for active learning as required (Crowe and Stanford, 2010). In this vein, Zou (2010) states that EFL teachers should consider their questioning skills instead of primarily focusing on questions on their own. Considering this issue, Farrell (2009) has pointed out the requirement of reflective practice since teachers normally tend to be 'not aware of the number, type, and function of the questions they ask' (p. 60).

Having been recognized as a contributory factor in language acquisition, there have been many attempts to distinguish the potential role of different types of questions (Long, 1996). In this regard, Ellis (2008) states that research has concentrated on aspects of teacher questioning such as the presence of different types of questions and tutoring for teachers regarding the use of more communicative questions in second language classrooms. Similarly, Toni and Parse (2013) point out that types of questions posed in EFL classrooms have been largely investigated in the studies focusing on classroom interaction. The role of different types of questions has been emphasized considering their possible advantages and drawbacks within various teaching and learning contexts. It has been suggested that teachers should more frequently use question types promoting students' thinking as well as enabling them to contribute to the content of lessons (Menagale, 2008). In addition, the impact of different types of questions on students' participation while engaging in negotiation of meaning has been emphasized (Farahian and Rezaee, 2012).

Furthermore, question and answer exchange is acknowledged as the main means of interacting with each other; therefore, questioning has an important place in language classrooms (Ma, 2008). In line with this, Nisa (2014) notes that questions enable teachers to improve students' communicative skills in addition to enhancing their use of target language within the scope of speaking tasks. Moreover, questioning that

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influences the communicativeness of teacher-student interaction serves as a means of eliciting responses from students, which lies behind the level of authenticity within an EFL context (Wright, 2016). Being one of the primary goals of learning English in EFL contexts, Fitriati et al. (2017) underlines the importance of using language communicatively. Hence, considering the potential role of teacher questions, the function that they serve with respect to promoting communication cannot be ignored.

1.3 Statement of the Problem

Although teachers often apply questioning strategies in their teaching practices, the types of questions posed by them tend to remain constant in time (Kerry, 1998). In this regard, teachers' lack of knowledge about typologies of questions is a problem commonly encountered (Good and Brophy, 2000). Moreover, Hussain (2003) states that teachers are not only untrained in using questioning strategies but also they do not utilize a classification system to categorize questions.

Considering the efficiency of teacher questioning, not the quantity of questions but the quality of them matters most. Davoudi (2005) indicates that the types of teacher questions that do not enable students to engage in higher levels of thinking are prevalent. Therefore, the frequent use of these types of questions do not enable opportunities for improving students' critical thinking skills. The majority of the studies conducted in the 20th century have demonstrated that most of the teachers' questions are lower-order questions (Menegale, 2008). In addition to the predominance of lower-order questions, there is not enough consciousness about the impacts of teacher questions on interaction within classroom. Hence, in fact, teacher questioning might not really serve the purpose of enhancing communicative competence of students (Ma, 2008). In accordance with this weakness, Menegale (2008) considers that closed questions which are categorized as lower-order questions do not create the necessary conditions for discussion due to not allowing students to express themselves.

Apart from these, classifying questions according to well-known simple categories might result in ambiguous interpretations. Long and Sato (1983) maintains that

research on teacher questioning leads to the assumption that teacher questions can be mainly categorized as either closed/display or open/referential questions. Furthermore, most of the typologies do not take into account different dimensions of questions that might influence the nature of classroom interaction. Therefore, classifying teacher questions into the restrictedly described categories can be problematic since there might be some questions that do not fit into any of them (Ho,2005).

In this vein, van Lier (1988) also claims that the classification systems should not be refined to distinctions such as either display or referential questions, instead, the purposes and impacts of questions should be analyzed with respect to their cognitive requirements and communicative purposes. Therefore, going beyond simple differentiation among the types of teacher questions through handling their functions and purposes comprehensively in terms of classroom interaction is required. Also, it is necessary for language teachers to gain awareness about the types and effects of questions that they ask. In this way, they could also attempt to ask higher-order questions that would foster students' use of language for communicative purposes.

1.4 Statement of Purpose and Research Questions

This qualitative case study was conducted to investigate the types of questions predominantly used by pre-service EFL teachers studying at a state university in Turkey during their teaching practices within the scope of practicum courses. In addition, perceptions of pre-service EFL teachers, their supervisors and mentor teachers regarding teacher questioning and types of teacher questions used for language teaching were investigated. Lastly, the viewpoints of supervisors and mentor teachers with respect to the use of possible instructional strategies to improve English language teacher candidates' questioning skills were explored.

The research questions formulated for the study were:

1. Based on the observed teaching practices in their practicum courses,
    a. what types of questions according to the dimensions of form (yes/no, wh-), content (outside fact, personal fact and opinion) and purpose (display/communicative) are predominantly used by twelve pre-service EFL teachers?
    b. to what extent do pre-service EFL teachers use procedural questions?

2. Based on the perceptions of twelve EFL pre-service teachers, four supervisors and two mentor teachers:

    a. What does "teacher questioning" mean in EFL classrooms?
    b. What types of questions are used in EFL classrooms?

3. According to four supervisors and two mentor teachers, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?

1.5 Significance of the study

The presence of teacher questions is a common feature of classroom discourse in language classrooms. However, as Ma (2008) suggests, lots of teachers are not aware of how effective teacher questioning is to foster interaction in classroom environment. Many language teachers use questions unconsciously since they disregard the potential of teacher questioning in creating opportunities for communication with their students similar to real life situations.

In line with the importance of teacher questioning, classroom studies have focused on the types of teacher questions assisting second language learning (Ho,2005). In other words, rather than handling the functions of all teacher questions as a whole,

researchers attempted to find out their effects on the level students' learning and participation separately. As James and Carter (2006) state, both participation of students and their grasping a content of a lesson are largely influenced by the level and quality of questions posed in classrooms. In addition to factors such as students' participation and learning, previous research also revealed that the types of teacher questions have a crucial impact on interaction in second language classrooms (Farrell and Mom, 2015).

Although the questioning strategies of teachers in terms of the types of their questions have been investigated largely, not much is known about the questioning practices of pre-service English teachers (Diaz et al., 2013). Therefore, considering the potential role of certain questions in enhancing interaction in classroom environment, studies concerning the types of questions adopted by teacher candidates while teaching English to language learners are needed to enlighten their questioning practices before starting actual teaching.

Tsui (2003) indicates that experienced teachers have procedures that enable them to 'improvise and respond to the needs of the students and the situation very quickly' (p.41). Considering the situation of pre-service teachers who have no teaching experience, it is difficult for them to adapt their teaching on the spur of moment according to the flow of the lessons. Therefore, it is expected that pre-service teachers might have some difficulty in varying the questions they ask during their teaching practices since they usually do not go beyond the borders of lesson plans that they prepare. In this regard, raising awareness of different types of questions used for language teaching could enable pre-service teachers to reflect on the efficiency of their own questioning skills. Hussain (2003) states that being aware of the types of questions and possible answers allows teachers to decide on students' level of thinking and accordingly formulate their questions to elicit the desired answers.

Moreover, it is important for supervisors and mentor teachers that take part in practicum process to determine the weaknesses of pre-service EFL teachers in terms of questioning as they can give feedback on enhancing the quality of pre-service teachers' questions. In this way, pre-service teachers could pose better questions,

which might lead to increasing interaction with students in language classrooms through enabling them to express their opinions and improving their critical thinking skills with the help of asking higher-order questions.

CHAPTER 2

LITERATURE REVIEW

2.1 Presentation

This chapter presents literature with respect to teacher talk, teacher questioning, the relation between types of questions, and genuine communication. Studies on types of teacher questions in different teaching contexts are also provided. In addition, main classification systems used to categorize questions are also presented.

2.2 Teacher Talk in Language Classrooms

Language teachers are expected to use target language in classroom while communicating with their students. As Johnson (1995) notes that 'teachers control what goes on in classrooms primarily through the ways in which they use language'. In this sense, teacher talk can serve as a tool that enables teachers to interact with their intended learners, regulate teaching activities and manage their classrooms. Ellis (1985) defines teacher talk 'the special language that teachers use when addressing L2 learners in the classroom'. In accordance with this definition, the features that make teacher talk distinctive from regular talk can be attributed to the presence of language learners.

The concept of teacher talk has been investigated through different research studies for approximately forty years (Henzl,1979; Long& Sato, 1983; Chaudron,1988). While those studies mainly focused on the types of teacher talk, the later ones conducted by the researchers such as Seedhouse (2004), Berlin (2005) and Robinson (2006) concentrated on the features of classroom conversation.

Contrary to general expectation, the time allocated for teacher talk predominates student talk in language classrooms. Previous studies in English language classrooms have shown that teacher talk constitutes more than 70% of total amount of talk in class (Chaudron, 1988, Cook, 2000). Considering its dominant role in classroom discourse,

teachers should pay attention to how they use language while addressing to learners. Teacher talk has the potential of providing learners with necessary input in the process of learning a second language (Yanfen and Yuqin, 2000); moreover, it might become the only way of reaching input in target language in EFL contexts (Stern, 1991, p.340).

Sakoda (2002) examined non-native English language teachers' talk time in listening and speaking classes, which included seven and eight students respectively. In both classes, the percent of teacher talk was above 50%. He claimed that different stages of lessons influence teacher talk time. Moreover, Farahian and Rezaee (2012) aimed to investigate the kind of teacher talk used by an EFL teacher while teaching English to twelve upper-intermediate students in five sessions. The findings obtained from the observations and recordings showed that the amount of teacher talk (approximately 67%) exceeded the amount of student talk (23%) in each session. Another study conducted in a Faculty of Arts and Culture investigated students' attitudes towards increasing student talk time (Kareema, 2014). As opposed to the common situtation, the expressions of thirty-nine students demonstrated that their instructors usually give them the opportunity to interact in the classroom. In addition, it was found that students have positive attitudes towards increasing interaction in the classroom since it enhances second language learning. In another study, Quintana (2017) aimed to examine how ESL instructors from the Intense English Program at a state university use teacher talk time in their classrooms. The analysis of pre-research surveys and classroom observations yielded consistent results. Teachers' talk tended to occupy a larger portion of class hour when they teach their regular lessons.

2.2.1 The functions of teacher talk in language classrooms

In light of how teacher talk functions in classroom discourse, it can be said that teacher talk serves a variety of purposes. Breen and Candlin's study (as cited in Cullen, 1998) emphasizes that improving and enhancing learning is the main function of teacher talk. In this vein, teacher talk is associated with a kind of function which is complementary to students' learning. Similarly, Nystrand et al. (2003) maintains that analyzing the characteristics of classroom discourse enables teachers to concentrate on "how they

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interact with students and how they can create instructional settings that both engage students and foster learning" (p. 192).

According to Nunan (1991): "Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive" (p.189). Considering his explanation, two outstanding functions of teacher talk emerge, which are providing input for the students' language advancement and setting up a classroom environment suitable for learning. Since each learning context has unique characteristics within itself, the functions of teacher talk might vary in the process of meeting the needs of different learner profiles.

Being an instructional component of teacher talk, the types of teacher questions asked in a lesson can influence not only the quantity but also the quality of student interaction to a considerable extent (Brock,1986). As the students find the opportunities to express themselves with the help of the guidance provided by teacher questions, the presence of effective interaction within classroom is also enhanced. Therefore, the role of teachers' classroom questions in promoting interaction should not be underestimated. In line with the aspects of teacher talk brought up previously, the attributes such as teacher questions, feedback to students' responses, the quantity and quality of teacher talk and interactional adjustments were categorized as 'functional features of teacher talk' though reflecting on the features of the language used by teachers. On the other hand, its distinction from 'formal features of teacher talk' was made clear. The latter one was associated with the features regarding the form of teacher talk including repetition, speed etc. (Hu, 2003).

2.2.2 Communicative teacher talk in language classrooms

Teachers should not talk just for the sake of talking; instead, they should attempt to talk effectively as much as possible. Therefore, excessive amount of time that teachers spend for talking might be misleading in some cases. Walsh (2002) asserts that

determining criteria of teacher talk could be quality in place of quantity; hence, one can realize how teachers' use of language is linked to purposes which are pedagogically-oriented.

Similarly, Nunan (1989) and Cullen (1998) suggest that teacher talk is analyzed through considering the features which either ensure or impede its communicative nature. Accordingly, the types of questions posed by teachers and how they react to the students' responses can be considered an indicator of communicative teacher talk. While assessing the degree of communicativeness of teacher questioning, both its purposes related to the aspect of education and potential to encourage students to use language communicatively should be regarded.

In terms of teacher questioning, Thornbury (1996) maintains that communicative purposes lie behind the referential questions asked by the teachers which differ from the use of display questions whose answers are already known. Since such kind of questions are considered to trigger students to come up with responses ensuring more natural interactions, they are accepted to a large extent. In order to decide on whether a particular type of teacher talk is communicative or not, its features are compared to talks that take place outside of the classroom. The reason is that attributes peculiar to genuine communication such as the way interlocuters negotiate meaning are attempted to be integrated into classroom discourse (Thornbury,1996).

However, Cullen (1998) claims that any type of teacher talk cannot be perceived uncommunicative due to the fact that it does not fulfil the condition of resembling the communication outside of the classroom in nature. In other words, the nature of teacher talk in appearance and how it functions in a specific classroom context might be different from each other. Therefore, the communicativeness of a teacher's talk could be assessed depending on the dynamics of interaction in its context rather than relying on commonly accepted criteria.

2.3 Teacher Questioning

It is hard to imagine any type of teacher talk set apart from teacher questions. Naturally, questions asked by teachers within a lesson are an inseparable component of teacher

talk. According to Cotton (2001), questions can be defined as "any sentences which have interrogative form or function". In this regard, Lee (2006) defines questioning as an essential aspect of teacher talk used to perform both pedagogical and social actions such as presenting topics, illustrating constructs, dealing with grammar and moreover reprimanding in some cases.

Ma (2008) considers questioning as a type of active teaching through which teachers strengthen knowledge, monitor learning, foster ideas and accomplish determined learning objectives through interacting with students. She further adds that it is applied as a type of mutual exchange teaching skills between the teacher and students. For that reason, students' contribution to the foreign language classroom interaction via their responses to teachers' questions should not be disregarded. Carlsen (1991) maintains that instead of handling in an isolated way, teacher questions can be considered as reciprocally created by teachers and students. Similarly, Lee (2006) suggests that depending on student responses, teachers reshape their questions. In other words, teachers' impressions regarding students' comprehension of what actually is being asked determine the upcoming questions.

According to Hedge (2000), as a requirement of students' involvement in classroom interaction, teacher questions play an essential role. Teacher questions facilitate the construction of an atmosphere in which dialogues take place (Nystrand et al., 2003). As teachers pose various questions throughout a lesson, students have the opportunity of providing answers to them in their own words. Therefore, Ma (2008) considers that communication between teachers and students is promoted by means of questions. Boyd (2015) defines teacher questioning as a relatively effective skill which enables the talk move.

However, it is important to note that questioning practices should be supported with the help of teachers' conscious efforts for the sake of improvement. Bogan and Porter (2005) states that questioning is a process to be enhanced on condition that teachers are enthusiastic about concentrating on different types of questions and questioning strategies.

Teacher wait time also play an important role in the efficiency of teacher questioning practices. Rowe (1986) puts forward two different kinds of wait time. Accordingly, wait time 1 refers to "pausing after asking a question" and wait time 2 is associated with "pausing after a student response" (p.43). Nonetheless, she notes that average wait time following a question is less than one second. In this regard, Morgan and Saxton (1994) indicates that waiting up to 10 seconds after asking a question is largely supported by statistical information. However, teachers usually tend to answer their questions themselves when they do not get an answer right away instead of giving students sufficient wait time to come up with answers. The results of a study conducted in a primary school by Aras (2007) showed that the amount of teacher wait time decreased despite the increase in the grade level. In other words, it was found that teachers teaching students of lower proficiency level allow more wait time for students upon asking a question.

2.3.1 The importance of teacher questioning

Being an indispensable part of teacher talk, teacher questioning shows itself to some extent in foreign language classrooms. Language teachers tend to pose various questions throughout a lesson as a means of interaction with their intended learners. Chaudron (1988) put forward that questions constitute up to 40% of classroom interaction; on the other hand, Forrestal (1990) maintained that teachers allocate nearly 60% of their talk time to asking questions. As the percentages demonstrate, teacher questioning takes an important place in terms of providing conditions for communication between teachers and learners in classroom environment.

Brualdi (1988) states that teacher questions have 'the potential to facilitate the learning process' and allows for the 'transfer of factual knowledge and conceptual understanding' (p.1). Underlining the key role of teacher questions, Ellis (1993) considers that teacher questioning is not only the most prevalent but also the most significant strategy preceded by lecturing. Furthermore, teacher questioning has a prominent role since it facilitates language acquisition and contributes to the process through functioning as an input for students (Long, 1996 Nystrand, 1997; Hall, 1998).

Although teachers might not be aware of the types and quality of their questions, questioning plays a pivotal role in the process of teaching and learning (Anderson and Krathwohl, 2000). According to Marzano et al. (2001), cues and questions "are at the heart of classroom practice" (p.113). Similarly, Yang (2006) considers questions as the strongest tool to trigger and manage communication, which points out the importance of questioning in enhancing classroom interaction. In addition, questioning behaviors of teachers are placed at the centre of teaching and learning process since questions strengthen the content of lesson consolidate the concept being focused on (David,2007).

Questioning can be used as a language teaching method since it activates thinking, encourages reasoning and create opportunities for learner involvement. In this regard, it has been not only among the most commonly applied teaching techniques preferred by majority of the teachers but also a practice often observed in classrooms (Ma, 2008). Questions could enable teachers to figure out the level of students' understanding of contents considering the provided answers. It is seen that the key role of questions in classroom instruction is acknowledged by many researchers. Therefore, Crowe and Stanford (2010) assert that teachers who do not utilize questions for students' learning lose an effective tool to provide conditions for dialogic teaching in which students are actively involved in providing responses to effective questions.

2.3.2 The reasons of teacher questioning

Teachers attempt to achieve a set of purposes through asking questions. Although the purposes might differ depending on the lesson content and learning objectives, some stay the same regardless of the differences in various teaching contexts. Carlsen (1988) and Farrar (1988) claim that teachers pose successive questions with the aim of keeping control on topic. Ellis (1992) suggests that two reasons lie behind teachers' classroom questions, which are adapting the focus and style of upcoming teacher talk according to student responses and managing the flow of interaction within a lesson. In addition, Tsui (1995) that teachers apply questions to attract the attention of learners and to establish control over the classes. Research concerning this issue have indicated

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several reasons for asking questions. Ur (1996) puts forward eleven reasons why teachers ask questions:

- To provide a model for language or thinking
- To find out something from the learners (facts, ideas, opinions)
- To check or test understanding, knowledge or skill
- To get learners to be active in their learning
- To direct attention to the topic being learned
- To inform the class via the answers of the stronger learners rather than through the teachers' input
- To provide weaker learners with an opportunity to participate
- To stimulate thinking (logical, reflective or imaginative); to probe more deeply into issues
- To get learners to review and practice previously learnt material
- To encourage self- expression
- To communicate to learners

(p.229)

Brown and Wragg (1993) mainly focus on cognitive reasons of teacher questions such as strengthening comprehension, improving imagination, and fostering problem solving. On the other hand, Thornbury (1996) considers that the prime reason lying behind teacher questions is checking comprehension, which is the common situation in several language classrooms.

Richards and Lockhart (1996) indicate the reasons for asking questions as follows:

- They stimulate and maintain students' interest.
- They encourage students to think and focus on the content of the lesson.
- They enable a teacher to clarify what a student has said.
- They enable a teacher to elicit particular structures or vocabulary items.
- They enable teachers to check students' understanding.
- They encourage student participation in a lesson

(p.185)

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Furthermore, Cotton (2001) lists the reasons of teacher questioning:

- to develop interest and motivate students to become actively involved in lessons,
- to evaluate students' preparation and check on homework or seatwork completion,
- to develop critical thinking skills and inquiring attitudes,
- to review and summarize previous lessons,
- to nurture insights by exposing new relationships,
- to assess achievement of instructional goals and objectives,
- to stimulate students to pursue knowledge on their own.

(p.1)

Although the possible reasons of teacher questions are presented in separate items, teachers might pose questions based on more than a single purpose (Sevik, 2005). In this regard, Crowe and Stanford (2010) claimed that teachers can 'extend and enrich high level critical thinking and learning naturally within their classrooms' through asking questions for a variety of purposes (p. 36). Moreover, teachers come up with questions to make students realize what they have learnt, handle the subject in a detailed way, provide conditions for discussion and foster interaction among students (Tofade et al., 2013).

2.3.3 The functions of teacher questions

Teachers often have predetermined purposes in their mind while asking various questions to the students in language classrooms. Even though they do not plan all the questions beforehand, they tend to make spontaneous decisions during the different phases of a lesson and formulate their questions according to the flow of the lesson. Setiawati (2012) states that the prevalence of teacher questions in classroom can be justified by the particular functions associated with them.

According to Kauchack and Eggen (1989), the functions of teacher questions can be grouped into three categories: *diagnostic, instructional and motivational. Diagnostic function* enables teachers to figure out the impressions of students regarding a topic as well as gaining insights into the degree of their knowledge of that topic. With the help

of *instructional function*, questions help students to make connections between their previous knowledge and new information. As a third one, *motivational function* leads to the active student participation in lessons through drawing their attention to the topic starting from the initial phase, raising problems to reflect on in addition to calling upon students to speak and display their knowledge.

Similarly, Brualdi (1998) emphasizes significant functions of teacher questions, which are enabling students' self-expression, encouraging active student participation, allowing students' contribution to the comprehension of material and assessing student learning. Apart from these, Ciardiello (1998) suggests that developing critical thinking, activating the prior knowledge and providing opportunities for classroom discussion and interaction among peers can be considered as the functions of teacher questions. Considering various functions of the questions, teachers might come up with different types of questions to achieve their purposes. However, regardless of its commonly accepted type, a specific question might function differently depending on the context in which it is raised. Therefore, the same question could have more than one function, as a result, it might belong to different categories (Skilton &Meyer, 1993).

Furthermore, Marzano et al. (2005) maintains that applying questioning strategy just before a learning experience can provide suitable conditions for learning to occur, as opposed to the common practice. In line with the previously indicated opinions, Farahian and Rezaee (2012) also put forward that a variety of functions such as directing learners' attention, managing classroom, receiving feedback, and most notably fostering participation might be performed through teacher questions.

2.4 Positive and Negative Effects of Teacher Questions on Student Learning

The fact that teacher questions occupy an important part of the overall time allocated for lessons in classrooms arose interest regarding their impact on student learning. In an early study, Winne (1979) found that student achievement is influenced positively depending on the prevalence of higher cognitive questions. Similarly, Redfield and Rousseau (1981) suggested that the effect of high level questions on student achievement is relatively positive as compared to low level questions.

The possible effects of teacher questions on student learning and performance were handled in relation to various aspects. Many of the studies focused on how different types of questions affect the way students respond. According to Swain (1995) answering teacher questions is a chance of learning for language students in which they attempt to produce comprehensible output and reshape it upon receiving negative feedback. Considering the role of student responding, the comparison predominantly occurred between display and referential questions. While some researchers favored the benefits of asking display questions, others underlined the positive effects of referential questions, which led to controversy.

To start with, Brock (1986) and Ernst (1994) indicated that teachers' asking display questions result in shorter and more superficial student answers. On the other hand, Wu (1993) and David (2007) claimed that display questions are more effective than referential questions in producing responses. In addition, Shomoossi (2004) maintained that referential questions could fail to encourage interaction in EFL classrooms. However, Yang (2010) stated that associating referential questions with the opportunities for students' language production and linking the use of display questions to the students' restricted responses might be misleading. Therefore, generalizations concerning the relation between the types of teacher questions and their impact on student responses might not be consistent with cases valid for different contexts.

Apart from these, it was asserted by Vogler (2005) that asking questions to create an atmosphere for classroom discussions could influence student learning in a positive way, which contradicts with what was suggested by Dillon (1985). Furthermore, types of productive questions enabling students to create and analyze information were indicated to have a positive effect on student achievement (Tienken et al.,2010).

2.5 The Role of Questioning in Genuine Communication in Language Classrooms

Rather than examining teacher questions separately to decide on their quality, it is also important to take their potential to foster interaction in language classrooms. Based on the observed patterns of classroom discourse, Sinclair and Couthard (1975) stated that

IRF cycle (teacher initiation, learner response and teacher feedback) can be considered as the most prevalent one. In this vein, the subsequent studies also indicated the common use of this pattern by most of the teachers (Long& Sato, 1983; Dinsmore, 1985; Nunan, 1987); however, it was claimed to hinder genuine communication to take place. van Lier (1996) also noted that IRF can be regarded as 'a closed rather than an open discourse format' causing lessons to be less communicative although it represents the typical pattern of classroom discourse.

Genuine discourse- in other words, 'natural discourse' might be associated with conversation (Kramsch,1981, p.17) and be corresponded to 'naturalistic' discourse (Ellis, 1992, p.38). Accordingly, teachers are expected to create opportunities for naturally occurring conversation similar to the ones held outside of the classroom. Therefore, Kauchack and Eggen (1989) asserted that meaningful communication arises only when teacher questioning activates not only thinking and learning but also student interaction.

Although the need of genuine communication in language classrooms has been emphasized several times, research demonstrates that even teachers claiming to adopt communicative language teaching philosophy might be unsuccessful at providing conditions for genuine interaction (Savignon, 1993, p.45). After investigating the discourse features of communicative classrooms, Nunan (1987) concluded that they look like the patterns of traditional language classrooms, which is incompatible with genuine interaction. For this reason, he maintains that "there is growing evidence that, in communicative classes, interactions may, in fact, not be very communicative after all" (p.144).

In addition, Kumaravadivelu (1993, p.12) put forward that EFL teachers can, in fact, have the chance of duplicating genuine communication in the classroom. On the other hand, Seedhouse (1996) asserted that the presence of pedagogical purposes while teaching English in various institutions prevents the replication of conversation within a lesson. Therefore, he states that: "….. the implication in communicative orthodoxy- that it is possible for conversation (a non-institutional form of discourse) to be

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produced within the classroom lesson (within an institutional setting)- begins to look unreasonable" (p.18).

Considering contradictory views regarding the issue, it is seen that consensus has not been reached on the possibility of genuine communication in language classrooms. Nonetheless, different types of questions have been examined in terms of their potential to promote communication (Lee,2006). Previous research mainly focused on to what extent display and referential questions are effective in fostering communicative language use (Waring, 2012). Not surprisingly, due to their commonly accepted communicative value, the use of referential questions instead of display questions is supported by many researchers (Doff, 1988; Lynch, 1991). Since referential questions lead students to think logically, the use of referential questions facilitates genuine communication (Ellis, 1992). Cullen (1998) also considers that display questions become valueless with respect to their communicative potential upon being used immoderately. Contrary to popular belief, van Lier (1985, p.227) considers that there is not much difference between display and referential questions in terms of communicative aspects.

Swain (1995) proposes a continuum illustrating the place of display and referential questions within real questions and their authentic values. As can be seen in Figure 1 below, referential questions share some common features with real questions in addition to being more authentic. On the other hand, display questions are not in relation with either referential or real questions as well as being accepted less authentic.
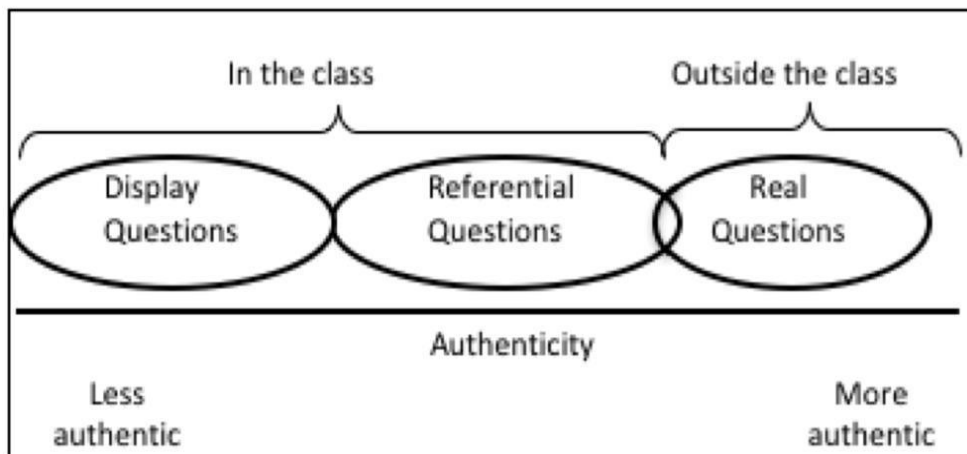
Figure 1. Swain's continuum of authenticity in question types (as cited in Wright, 2016)

In this regard, referential questions are acknowledged as 'real, genuine questions' due to activating authentic language production. However, according to Kumaravadivelu (1993), "even teachers who are committed to CLT can fail to create opportunities for genuine interaction in their classrooms" (p.13).

2.6 Classification Systems for Categorizing Questions

Much effort has been devoted by researchers to classify teacher questions within the past fifty years. Wilen (1991) claimed that over twenty classification systems were already present in the 1970s. Considering the previous research on classification of teacher questions, Wei (2005) lists five main criteria to classify teacher questions: "grammatical form, communicative value, content orientation and cognitive level". In this vein, various classification systems for questions, which are also called as taxonomies or typologies, were based on different criteria.

Being a well-known and widely used classification system, the taxonomy proposed by Bloom et al. (1956) divides questions into two main categories which are "lower order"

and "higher order" questions. Accordingly, knowledge, comprehension and application questions are included in lower order questions, whereas higher order questions consist of analysis, synthesis and evaluation questions. To start with, knowledge questions necessitate remembering the given information. As regards to comprehension questions, students are expected to display their knowledge of the material, which emphasizes not memorization but interpretation. On the other hand, application questions require students to solve problems through using information. Analysis questions facilitate students' critical thinking help them make an inference depending on the presented information. Synthesis questions lead students to combine different pieces of information to compose a unit. Lastly, evaluation questions that do not have one correct answer are based on making judgements about something and engaging in problem solving. While the first three types of questions are associated with lower-order thinking skills, the others were accepted to promote higher-order thinking skills.

Questions were also classified as open and closed questions (Barnes, 1969). Although closed questions allow for one possible answer, open-ended questions enable more than only one answer. Following this, Barnes (1976) also put forward another classification defining four types of questions which were factual, reasoning, open and social questions. Factual questions (e.g. What?) generally necessitate one answer based on a given text. Reasoning questions require to think logically (e.g. How? Why?), on the other hand, open questions are not linked logical thinking. Social questions are defined as the ones influencing the behaviors of learners by means of pleasing or monitoring. The main classification systems used to categorize questions are demonstrated in Table 1.

Table 1. Classification Systems for Questions

Author	Year	Classification Categories
Bloom et al.	1956	Knowledge
		Comprehension
		Application
		Inference
		Analysis
		Synthesis
		Evaluation
Barnes	1969	Open questions
		Closed questions
	1976	Factual questions
		Reasoning questions
		Open questions
		Social questions
Kearsley	1967	Echoic questions
		Epistemic questions
		• referential
		• evaluative
		Expressive
		Social control
		Attentional
		Verbosity
Long&Sato	1983	Echoic questions
		• comprehension checks
		• clarification request
		• confirmation checks

Table 1. Classification Systems for Questions (continued)

Long& Sato	1983	Epistemic questions • expressive • rhetorical • display • referential
Wajnyrb	1992	Yes/no questions Short answer/retrieval-style questions Open-ended questions Display questions Referential questions Non-retrieval/ imaginative questions
Richards& Lockarts	1996	Procedural questions Convergent questions Divergent questions
Thompson	1997	Form (yes/no, wh-) Content (outside fact, personal fact,opinion) Purpose (display,communicative
Gabrielatos	1997	Genuine questions Authentic questions Pedagogical questions

Table 1. Classification Systems for Questions (continued)

Krathwohl	2001	Understand
		Apply
		Analyze
		Evaluate
		Create

Focusing on syntactic structure and functions of questions, Kearsley (1976) divided questions into four main categories, which are echoic, epistemic, expressive and social control. The first category named 'echoic' is associated with asking for either confirmation or repetition (e.g. Pardon?). The second category 'epistemic' refers to questions through which information is obtained. As sub-categories, referential and evaluative questions are included. Referential questions denote types similar to wh-questions providing information regarding actions, situations etc., while evaluative questions are linked to display questions that aim to test specific knowledge. As regards to third category, expressive questions are related to conveying the attitudes or feelings of the questioner such as surprise, humor, irritation and doubt (e.g. You know only the name of one author?). Being the last category, 'social control' concerns keeping control over the discourse. Within this category, 'attentional' indicates questions enabling the questioner to undertake the direction of the discourse (e.g. Can I say something now?), whereas 'verbosity' points out questions that only serve the purpose of maintaining conversation.

As illustrated in Table 1, based on the taxonomy of Kearsley, Long and Sato (1983) put forward another taxonomy with a few modifications. Three sub-categories were added to the first category named 'echoic', which were 'comprehension checks' (e.g. Alright?), 'clarification requests' (e.g. What?) and 'confirmation checks' (e.g. Did you say 'she'?). In addition, 'expressive' questions were incorporated into 'epistemic'

rather than being a separate category. As opposed to the first taxonomy, 'rhetorical' questions that refer to types of questions asked without expecting an answer were also supplemented (e.g. Why did I do that?). Moreover, the category named 'social control' was excluded, as a result, the second category named 'epistemic' consisted of four subcategories: referential, display, expressive and rhetorical questions.

Wajnryb (1992) classified questions considering the expected answers. In this vein, six categories emerged: yes/no questions, short answer (retrieval-style) questions, open ended questions, display questions, referential questions and imaginative (non-retrieval) questions. Short answer questions indicate questions that require responses depending on information retrieved from the materials (e.g. What did she say about the film?). Open-ended questions refer to the ones whose answers cannot be predicted by the teacher. Display questions are the ones whose answers are known by the teacher (e.g. What colour is this pen?), while referential questions are asked to elicit responses based on new information (e.g. What did you study at university?). As opposed to the short answer questions, imaginative questions do not necessitate students to recall given information, instead they require students to make judgements and evaluate opinions (e.g. What do you think the writer was suggesting by making the central character an animal?

Three levels of categorization by Gabrielatos (1997) consists of genuine, authentic and pedagogical questions. Genuine questions are defined as types of questions literally searching for information. Similarly, authentic questions are the ones posed by teachers to get the necessary information, which corresponds to questioning practices in real life. Being the third one, pedagogical questions refer to questions asked as a requirement of teaching and learning process.
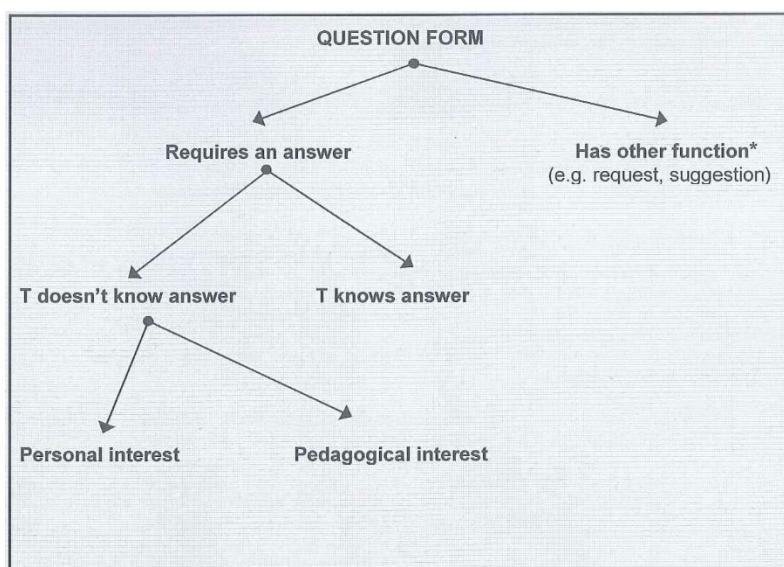
Figure 2. A Typology of Teacher Questions (Gabrielatos, 1997)

In line with Bloom's taxonomy, Anderson and Krathwohl (2001) came up with another taxonomy which is generally known as 'the revised Bloom's taxonomy'. As can be understood from its name, this taxonomy consists of categories similar to the original one, however, some variations exist. The name of the first category 'knowledge' was changed to 'remember' and the name 'understand' was given to the second category instead of 'remember'. Apart from these, the category 'synthesis' was renamed 'create'. Also, it became the last category in the revised taxonomy. In other words, the category named 'evaluate' was in the fifth place rather than being in the sixth place. These changes did not occur depending on a distinction between the taxonomies regarding the cognitive level of the questions, however, they were related to the differences concerning the description of categories (Krathwohl, 2002). In addition to cognitive dimension, the revised taxonomy was also based on knowledge dimension, which is comprised of four categories as follows: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. In this vein, questions can also be classified according to knowledge dimensions to which they belong.

2.6.1 Thompson's Framework for Classification of Teacher Questions

The main classification system used in the present study to categorize the types of questions asked by teacher candidates belongs to Thompson (1997). In order to guide novice teachers to ask questions in an effective way, Thompson (1997) put forward a framework to classify questions considering the dimensions of form, content and purpose. The rationale behind this attempt was both to provide trainees with a simple guideline for practical use and raise their awareness regarding their questioning techniques.

In line with this classification, form is associated with the type of a question, which is accepted either a yes/no or a wh- question. Being the second dimension, the content of a question deals with whether outside facts, personal facts or opinions are asked by means of it. The pieces of information included in the text or a teaching context is mostly relevant to outside facts. Nevertheless, this category is not only refined to facts within the classroom but also it encompasses facts concerning the world.

As can be deduced from its name, personal facts are linked to the experiences and views of learners. In addition to these, purpose which is related to the intent of a teacher while asking a question constitutes the third dimension. Accordingly, if teachers ask questions whose answers are already known by themselves, the aim is to enable the learners to display their knowledge and use English accurately. However, the questions addressed to learners to be informed about something relate to the aim of communication (Thompson, 1997).

Through considering three dimensions mentioned above, a checklist consisting of twelve question types was formed (Table 2). Thompson states that the questions are sequenced in a way which requires more contribution of learners as one proceeds towards the bottom of the list.

Table 2. Twelve question types proposed by Thompson

	Form	**Content**	**Purpose**
1	yes/no	outside fact	display
2	wh-	outside fact	display
3	yes/no	personal fact	display
4	wh-	personal fact	display
5	yes/no	opinion	display
6	wh-	opinion	display
7	yes/no	outside fact	communicative
8	wh-	outside fact	communicative
9	yes/no	personal fact	communicative
10	wh-	personal fact	communicative
11	yes/no	opinion	communicative
12	wh-	opinion	communicative

Thompson states that the questions are sequenced in a way which requires more contribution of learners as one proceeds towards the bottom of the list. In this vein, learners are expected to produce longer sentences rather than providing responses with a few words.

It may be a dog's life but it still costs £9,000

by CLIVE NELSON

ANIMAL lovers pay out more than £9,000 on their pampered pets.

The cash goes on toys, treats, vet bills and food during a dog's lifetime.

A study found that dog owners spend £15 a week on pet food, plus an extra £236 a year on vets' fees, treats and insurance.

During an average dog's life of 12 years, the bill adds up to an astonishing £9,072.

Cats are cheaper to own, according to the figures in *Wild About Animals* magazine. But they still cost more than £6,000 during their average lifespan.

Even keeping a rabbit can be expensive—£400 a year for its average three-year life.

Families in London, the South East and Yorkshire traditionally spend more on their pets, the survey showed. A magazine spokesman said: 'Economic depression means nothing to pet lovers.'

Today, 9 April 1992

Figure 3. Example text retrieved from a newspaper

Within the scope of his study, Thompson (1997) chose a newspaper report (Figure 3) to demonstrate different types of questions that would fit into the predetermined categories. He asked trainee teachers to come up with twelve question types in accordance with the given newspaper report. In order to guide them, he wrote down sample questions which are illustrated in Table 3 below.

Table 3. Examples of Question Types by Thompson (1997)

Question Types
1 Are cats cheaper to own than dogs?
2 How much do dog owners spend on pet food each week?
3 Do you have a dog at home?
4 Which of the pets mentioned in the text do you have?
5 Do you like dogs?
6 Which kind of pet do you prefer?
7 Do dogs usually live longer than cats?
8 Why do dogs need insurance?
9 Do you have any pets at home?
10 How much a year, roughly, do you spend on your pets?
11 Do you find the information in the text surprising?
12 Why do you think people spend so much on their pets?

In accordance with the newspaper report, the first six questions are asked for display purposes. On the other hand, the other ones are asked for communicative purposes. The questions also differ in their form and content. Number 1, 2, 7 and 8 are categorized into the questions regarding outside facts. Number 3, 4, 9 and 10 refer to the questions as related to personal facts. Lastly, number 5, 6, 11 and 12 denote the questions asking for opinions.

2.6.2 Richards and Lockarts' Classification of Teacher Questions

Since there were some teacher questions that do not fit into any of the types presented within Thompson's classification, an additional classification system provided by Richards and Lockarts (1996) was used to determine the type of questions asked by teacher candidates in their recorded lessons. Ho (2005) states that although the classification of classroom questions sounds feasible in theory, classifying questions into clear and definite categories is quite difficult considering the dynamics of interaction in the classroom. Accordingly, teacher questions can be divided into three groups which are procedural, convergent and divergent questions. The example questions that are categorized into procedural questions are illustrated in Table 4.

Table 4. Examples of Procedural Questions (Richards& Lockarts,1996)

Procedural Questions
Did everyone bring their homework?
Do you all understand what I want you to do?
How much more time do you need?
Can you all read what I've written on the blackboard?
Did anyone bring a dictionary to class?
Why aren't you doing the assignment?

Procedural questions are associated with classroom procedures, routines and classroom management rather than the content of learning context (as given in Table 4) In this vein, they serve functions such as checking the assignments, ensuring the clarity of instructions, the readiness of students for an upcoming task compared to the questions that facilitate students' comprehension of the content in any lesson (Richards& Lockarts,1996).

Table 5. Examples of Convergent Questions (Richards& Lockarts,1996)

Convergent Questions
How many of you have a personal computer in your home?
Do you use it every day?
What do you mainly use it for?
What are some other machines that you have in your home?

Convergent questions usually require students to come up with short answers based on the retrieval of information provided previously. Therefore, students are not expected to perform higher order thinking skills to give answers to the questions within this category. Teachers asking successive convergent questions attempt to improve vocabulary knowledge and auditory skills of students in addition to fostering participation of them at initial stages of a lesson.

Table 6. Examples of Divergent Questions (Richards& Lockarts,1996)

Divergent Questions
How have computers had an economic impact on society?
How would businesses today function without computers?
Do you think computers have had any negative effects on society?
What are the best ways of promoting the use of computers in education?

As opposed to the convergent questions, divergent questions stimulate higher order thinking. They also trigger students to produce both longer and various responses. Furthermore, students are required to generate their own ideas instead of remembering information supplied beforehand.

2.7 Studies on Types of Teacher Questions

Many studies have been conducted to investigate types of teacher questions used in language classrooms. These studies have concentrated on various aspects of the issue such as the relation between types of questions and length of student responses, critical thinking, proficiency level etc. Studies on types of questions in different teaching contexts are presented below.

2.7.1 Studies on Types of Teacher Questions in ESL Context

In an early study, Brock (1986) set out to ascertain whether using referential questions frequently had an impact on ESL classroom discourse involving adult language learners. In this regard, participants consisted of four experienced teachers and 24 non-native speakers at a university. With the aim of reaching a distinction, the teachers were divided into two groups. Two teachers were exposed to training lasting for 20 minutes based on the integration of referential questions into instruction in classroom, whereas the others did not get any kind of training. In line with the predictions, the results showed that referential questions were used more frequently by trained teachers in a noticeable way. For the teachers in the experimental group, the number of referential questions was 173 out of 194 questions; on the other hand, the teachers in the control group asked 24 referential questions out of 141 questions in total. Moreover, responses given to referential questions were both longer and syntactically more complex.

With the aim of examining the question types posed by an ESL teacher, Nhlapo (1998) conducted an ethnographic study. He also attempted to find out the reasons regarding the choice of various question types as well as analyzing how the questions were used for scaffolding. In this regard, five lessons were tape-recorded and four students were interviewed. The researcher also took field notes. The results demonstrated that referential questions outnumbered display questions within three lessons focusing on the novel. Nonetheless, there was not much difference. While the referential questions were counted as 46, the number of display questions was 33. There were not any

clarification requests; however, the teacher used confirmation checks. Apart from these, the use of questions for scaffolding was observed to some extent. The findings pointed out the necessity of training teachers on asking questions.

Moreover, Ho (2005) challenged the assumption that display questions could be considered pointless due to leading to short and limited student responses. Therefore, he observed three non-native ESL teachers engaged in reading comprehension over the course of three weeks, which resulted in six observations in total. The observations were conducted both in private and publics secondary schools. It was asserted that closed questions accepted as valueless in terms of pedagogical aspects actually achieve certain learning objectives.

Being commonly focused on by several researchers, the distinction between the impacts of teachers' display and referential questions was also examined by Yang (2006). He observed two ESL general English lessons lasting 40 minutes in two schools. Twenty-nine intermediate level students were included in the study and audio-recordings took place. Data were analyzed using the classification system proposed by Long and Sato (1983). As opposed to the findings of many studies, the results demonstrated that referential questions were in majority. In one class, the teacher posed 56 referential questions out of 67 questions, whereas 39 referential questions were asked out of 46 questions in total. In addition, teachers were able to elicit longer and more complex responses through asking referential questions.

To investigate the observable pattern of teachers' questioning behavior and its impact of classroom interaction in ESL context, David (2007) attended lessons of twenty teachers at six different secondary schools. He noted down teacher questions along with their functions and the extent of student responses depending on different question types. The results demonstrated that more than half of the teacher questions were display questions (85%), whereas referential questions were far fewer in number (15%). As opposed to the prevalent finding, display questions resulted in higher amount of classroom interaction. Although it was revealed that display questions provided the conditions for teacher and student interaction, student participation was indicated to be at minimum level.

Teacher questions were also concentrated on through comparing actual classroom practices of teachers and their beliefs (Farrell, 2015). In this regard, four ESL teachers within an English for Academic Purposes (EAP) program at a university were interviewed for an hour before conducting the study. In addition, classrooms observations took place throughout four weeks, which were accompanied by the interviews before and after the lessons. As the last phase of data collection, follow-up interviews were realized during the week after the last observation. The results indicated that all the teachers carried out classroom questioning in line with their stated beliefs to a considerable extent, however; some discrepancies were noticed. For instance, there was an inconsistency in terms of the number of teacher questions stated in the interviews and what happened in the classrooms.

2.7.2 Studies on Types of Teacher Questions in EFL Context

As one of the most well-known studies, the study conducted by Shoomossi (2004) was based on the issue of teachers' questioning behavior, which particularly focused on the types of questions and the rationale behind asking them. Three EFL instructors from two different universities in Iran were observed through non-participant observation for which the researcher noted down the features of whole sessions such as the number of teacher questions, their functions, the quantity of interactions and length of student responses to various types of questions. Display questions were found to precede the referential questions in terms of their production. Moreover, it was noted that all referential questions did not facilitate proper conditions for sufficient amount of interaction.

In addition to the types of teacher questions, Azerefegn (2008) examined questioning strategies. Participants consisted of students in two different private secondary schools. Data were collected through classroom observation and questionnaires applied to eighty students and four teachers. To classify the questions, Blooms' (1956) taxonomy was utilized. It was found that knowledge questions were on the first rank (77.1%) according to the frequency of use. It was followed by comprehension

questions whose percentage was 22.9%. What is more, the results showed that the teachers could not use the questioning strategies in an efficient way.

In another study, different primary schools were focused on to identify four teachers' questioning approaches (Noor et al.,2012). In line with the findings of previous studies, the number of display questions exceeded referential questions. Furthermore, the results demonstrated that the presence of display questions was observable not only at the beginning but also during the whole lesson. Unlike the relevant studies, Meng et al. (2012) included young learners in their study investigating the types and functions of teacher questions. Participants were 16 third grade students enrolled in a science course given in English. Data were collected via audio-recording of a teaching session and a semi structured interview with the teacher to find out the reasons laying behind her questioning. It was seen that the teacher posed 125 wh-questions and 58 yes/no questions within the observed session. However, it was reported that the teacher solely used display questions for teaching purposes. Moreover, four functions of teacher questions were determined, which were checking students' comprehension, revising a content, managing the classroom and eliciting information.

Farahian and Rezaee also (2012) set out to investigate the types of questions posed by a language teacher throughout five sessions while teaching English to 15 pre-intermediate level of students in EFL context. To collect data, five sessions were audio-taped and an interview with the teacher took place. The results showed that display and yes/no questions outnumbered referential questions. However, the length of students' responses was commonly short regardless of the question types. It was found out that the arousal of such kind of questions mainly depends on teachers' insufficient experience and low level of proficiency rather than the proficiency levels of students. Apart from these, ineffective questioning techniques could have an impact on the students' reluctance to take part in lesson.

In addition, Shen and Yodkhumlue (2012) handled the issue based on critical thinking as different from the previous studies. Therefore, the potential role of teacher questions to contribute to students' critical thinking was investigated. Participants of the study were forty students at a state university and a reading teacher. In addition to

interviewing seventeen students, observation lasting for twenty hours, noting down the questions and audiotaping took place. The results showed that low level questions, which were used in relation to remembering information or comprehending the subjects, occurred more often than high level questions. Furthermore, it was revealed that teachers being observed tended to pose low level questions more frequently as compared to high level questions. However, the frequent use of low level questions was found to restrict the improvement of critical thinking skills in students.

In their study, Toni and Parse (2013) tried to ascertain teachers' questioning techniques to promote students' contribution to classroom interactions in addition to assisting them to build their language knowledge. Three sessions lasting forty-five minutes were tape recorded to examine the interactions that occur between the teacher and six teenage students. To analyze the data, Bloom's taxonomy was chosen. The results demonstrated that the majority of the questions formulated by the teacher was the inference question. Similarly, Qashoa (2013) attempted to determine the types of teacher questions and their effect on classroom interaction. Three teachers working at public secondary schools were involved in the study. The researcher observed the context of English lessons, their objectives and the degree of participation and audiotaped three sessions. It was found that referential questions are asked less frequently than display questions. Also, wh- questions were used to a great extent in all sessions. Contrary to display questions, referential questions led to extended responses. Apart from these, it was put forward that teacher questioning behavior could be examined in a detailed way.

The relation between the impact of question types and students' proficiency levels was also concentrated on. To this end, Zohrabi et al. (2014) attempted to find out how effective display and referential questions are in elementary, intermediate and advanced proficiency levels in Iran. An EFL teacher and 46 students from three classes were included in the study. All lessons were audio-taped and questions generated by the teacher were observed with the help of a checklist. It was found that fewer display questions were used at the advanced level as opposed to the situation at the elementary

and intermediate levels. Moreover, contrary to the impact of display questions, asking referential questions resulted in getting longer responses at all the levels.

In another study, Erlinda and Dewi (2014) investigated how frequently different types of questions were posed by an EFL teacher. As a result, six types of questions were determined through analyzing five videotaped lessons, which were open, closed, display, referential, rhetorical and procedural questions. However, display, referential, open and closed questions were predominant. Among these most frequently used question types, the percentage of referential questions (14.6%) were less than half of the percentage of display questions (50.8%). Moreover, closed questions were the most frequently used ones. With respect to the length of student responses, open and referential questions were favored.

Wright (2016) conducted a study with the aim of determining which types of questions result in longer and more complex responses. Moreover, what the use of different questions implies for interaction and output that enhance second language acquisition was focused on. Fifty-two freshman students at a state university were included. Activities based on defining physical appearance of people using caricatures were applied to collect data. In line with the results of previous studies, the length of responses was longer for referential questions as compared to display questions in all groups. Moreover, the activity consisting of referential questions were found more interesting and valuable with respect to learning. The findings also pointed out that students might take part in negotiation of meaning and produce longer and more complicated responses thanks to using referential questions within a communicative task.

2.7.3 Studies on Types of Teacher Questions in Turkish EFL Context

There are not many studies on the types of teacher questions in Turkish EFL context. More specifically, considering the foci of relevant studies, the issue of teacher questions has not been studied extensively in relation to foreign language teacher candidates. Sevik (2005) conducted a study to explain that different questions types could be complementary to each other rather than being separate units. He asserted that each question type functioned differently; therefore, none could be considered inferior to another. The results showed that consciousness regarding the use of question types would contribute to the presence of more higher order questions. In that case, the teachers' questioning practices were observed to allow students to express their opinions more freely and providing communication became the priority.

Another study by Yuksel and Yu (2008) concentrated on the features of teacher and student questions posed in a literature class, especially questioning occurring while discussions were taking place. Twenty-six advanced level students and an English literature instructor were included in the study. Data were collected through video recordings lasting for nine weeks, taking note of questioning processes and interviewing both the instructor and students. It was found that the discourse analyses largely correlated with the findings obtained from the interviews. The dominance of teacher during the discussions were observed since he posed plenty of questions to manage the classroom. Moreover, the results showed that the teacher asked many authentic questions, which indicated valuing the students' different opinions to enhance the class discussions.

The types of teacher questions were also related to the proficiency level of students in reading classes. Ozcan (2010) investigated the possible impacts of referential questions assuming that they would enhance student participation as well as leading to longer responses. The study was conducted at a private university. Six teachers and 17 elementary level students were included. Data were collected through classroom observations for which the researcher used a tally sheet to take note of teachers' questions and determine the types of questions. In addition to this, a questionnaire

including open-ended questions which were based on teachers' viewpoints regarding questions types and their impacts on students' language learning and participation was applied to 40 teachers. Also, a questionnaire was applied to 35 students of different proficiency levels with the aim of investigating their views on the effects of question types. It was revealed that most of the students indicated the necessity of display and referential questions, however, they also acknowledged that referential questions were superior in terms of providing them with the chance of contributing to lessons more and allowing them to state their opinions. Furthermore, the findings obtained in the study demonstrated that it was better not to disregard display questions despite their considerably low impact on language improvement. The level of student participation and the length of responses were favorable in case of asking referential questions.

In order to determine EFL teachers' preferences regarding the use of question types, Hamiloglu and Temiz (2012) focused on the observations of 11 student teachers at their practicum schools. The observations took place in a private school and a primary state school. It was revealed that yes/no questions were the most frequently used type of questions. In addition, as compared to referential questions, display questions were indicated to be more prevalent. However, there was not much difference concerning the percentages. Display questions consisted of 12.24% of all questions; on the other hand, the percent of referential questions were 10.20%. In line with the high frequency of yes/no questions, convergent questions also including short answer and display questions were found to outnumber the other types of questions.

Kayaoglu (2013) attempted to find out whether the types of teacher questions differ according to nativeness criteria. Therefore, he compared one native speaker and one non-native speaker teaching at a department of English Language and Literature. Data were collected through audio-recording lasting six hours. In addition, a questionnaire was applied to the teachers to investigate their background and behaviors within the classrooms. Lastly, a semi-structured interview was conducted to find out the reasons laying behind their use of questions. It was indicated that the teachers differed in their choice of questions as a tool of promoting reasoning in students. The native teacher used fewer referential questions (44.4%) as compared to the non-native teacher

(72.2%). In this regard, the non-native speaker used considerably more divergent questions as well. However, it was noted that the native teacher tried to allow students to express themselves more freely despite the prevalence of display questions. Therefore, it was emphasized that handling the types of questions separately from pedagogical purposes related to interaction within classroom would not reflect the reality.

In a recent study, Olmezer-Ozturk (2016) examined the types of questions asked by an instructor teaching at a preparatory class of a state university to communicate with her students. Audio recordings of four hours took place. The results showed that convergent questions based on yes/no or short answers were predominantly used. To fill the gaps occurring during interaction, procedural questions were posed, however, the teacher did not really expect an answer. Moreover, the teacher's use of different types of questions was not found efficient enough.

2.7.4 Studies on Types of Questions Used by Pre-service Teachers

There is a scarce of research investigating the types of questions used by teacher candidates both in EFL and ESL contexts. Although being neglected to a certain extent, the tendencies regarding their questioning practices should be enlightened to provide necessary training for improvement. Considering the presence of a misconception and lack of training, Minton (2005) states that "questioning does not come naturally to most people because novice teachers are used to thinking in terms of answers not questions" (p. 163). Similarly, Hussin (2006) considers that even experienced teachers might not have effective questioning strategies. In this vein, Kim (2010) also emphasizes the challenge of posing effective questions despite the prevalence of questioning practices for instructional purposes.

In order to examine the questions generated by three pre-service teachers at three different secondary schools, Yang (2010) recorded three lessons conducted by them. In the first class, most of the questions posed by the teacher was yes/no questions (42.35%). However, the percentage of the open and referential questions was the highest (34.12%) among three classrooms. In the second class, yes/no questions were

on the first rank (52.15%). Lastly, in the third class where the least number of questions was asked, closed and display questions took the highest percentage (60.08%). Moreover, student responses with the length of up to three words were elicited by the closed and display questions. On the other hand, the students were inclined to provide longer responses to the open and referential questions. Nonetheless, it was emphasized that there was not a direct link between the presence of referential questions and longer responses. It was indicated that teachers were required to foster students' giving more details to elicit longer answers. Overall, the findings of the study indicated that pre-service teacher needed more training to improve their questioning techniques.

In a more recent study, Diaz et al. (2013) concentrated on eight bilingual ESL teacher candidates. They set out to investigate their questioning strategies serving as a tool to challenge and foster thinking among learners through video-recordings of a language arts lesson and a math lesson. To this aim, they attempted to describe the types of questions commonly used to provide instruction within language arts and math lessons conducted in Spanish and English respectively. In addition, they tried to figure out the questioning strategies of teacher candidates with the help of given responses in semi-structured interviews. The results showed that, regardless of the content of lesson, most of the questions posed by participants were in lower order level. Furthermore, many of them were not conscious about the quantity and quality of their classroom questions. Upon watching their teaching practices, not only the high amount of teacher talks but also the fact of providing answers to their own questions in many cases surprised them.

Some of the studies on types of teacher questions mentioned above are summarized in Table 7. Methods applied in these studies to collect required data are given. In addition, information regarding the participants and major findings is provided.

Table 7. Studies on Types of Teacher Questions

Author(s)	Methods	Participants	Major findings
Yang (2006)	Classroom observations	Two ESL teachers 29 intermediate level students	Referential questions were found to be in majority. Teachers were able to elicit longer and more complex responses through asking referential questions.
Ozcan (2010)	Classroom observations A questionnaire based on teachers' and students' viewpoints regarding question types and their impacts on language learning and participation	6 teachers 17 elementary level students	The level of student participation and the length of responses in case of asking referential questions. Referential questions were superior in terms of enabling them to state their opinions It is better not to disregard display questions despite their considerably low impact on language development.
Farahiana and Rezaeeb (2012)	Audio-recordings of five sessions An interview with the teacher	An EFL teacher 15 pre-intermediate level of students	Display and yes/no questions outnumbered referential questions. The length of students' responses was commonly short regardless of the question types. The arousal of such kind of questions depends on teachers' insufficient experience and low level of proficiency.

Table 7. Studies on Types of Teacher Questions (continued)

Author(s)	Methods	Participants	Major findings
Zohrabi et al. (2014)	Audio recordings of three sessions A checklist for keeping the record of questions during classroom observation	An EFL teacher 46 students from elementary, intermediate and advanced levels	Fewer display questions were used at the advanced level as opposed to the situation at the elementary and intermediate levels. Asking referential questions resulted in getting longer responses at all levels.
Farrell (2015)	Classroom observations Initial and follow up interviews	Four ESL teachers within an English for Academic Purposes program at a state university	All teachers carried classroom questioning in line with their stated beliefs to a considerable extent. There was an inconsistency in terms of the number of teacher questions indicated in the interviews and what happened in the classrooms.
Wright (2016)	Activities based on defining physical appearance of people via using caricatures	Fifty-two freshman students at a state university	The length of responses was longer for referential questions as compared to display questions. The activity consisting of referential questions were found more interesting and valuable with respect to learning. Students might take part in negotiation of meaning and produce more complicated responses through referential questions within a communicative task.

CHAPTER 3

METHODOLOGY

3.1 Presentation

Within the scope of this chapter, design of the study, participants and setting, data collection instruments are described. Data collection procedure and rationale for data analysis are explained. In addition, ethical considerations in conducting the study are presented.

3.2 Design of the study

This study was designed as a qualitative case study. Yin (2009) defines case study as "an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 28). The research questions formulated for the study were:

1. Based on the observed teaching practices in their practicum courses,

   a. what types of questions according to the dimensions of form (yes/no, wh-), content (outside fact, personal fact and opinion) and purpose (display/communicative) are predominantly used by twelve pre-service EFL teachers?

   b. to what extent do pre-service EFL teachers use procedural questions?

2. Based on the perceptions of twelve EFL pre-service teachers, four supervisors and two mentor teachers,

   a. What does "teacher questioning" mean in EFL classrooms?

   b. What types of questions are used in EFL classrooms?

3. According to four supervisors and two mentor teachers, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?

With respect to the in-depth study, Creswell (2013) states that "a case study involves multiple sources of information such as observations, interviews, audiovisual materials, documents and reports a case description and case themes" (p.129). In this regard, classroom observations and semi-structured interviews took place to gain deeper understanding of the issue since the participants' practices, experiences and viewpoints were considered valuable. The starting point of a case study is a specific case which might be an individual, a small group, an organization or a partnership (Yin, 2009). Focusing on real people in real situations, case studies enable readers to see a specific group of people in their own complexity (Nunan& Bailey, 2009). Yin (2009) puts forward a specific type of case study that is known as explanatory case study. Explanatory case studies allow researchers to conduct causal investigations, in other words, they seek answers to why and how some events came about.

In this study, the case of a course offered to senior students within a foreign language teacher education program in Turkey was investigated. They were enrolled in a course named 'Practice Teaching'. As a requirement for this course, teacher candidates are assigned to teach three sessions at practicum schools per semester. Accordingly, the final teaching practices of twelve pre-service EFL teachers were observed to detect the types of questions asked by them. With the help of classroom observations, the researcher attempted to figure out how pre-service EFL teachers use different type of questions during their teaching practices. Moreover, she aimed to interpret the findings based on the classroom observations through semi-structured interviews. In this regard, she asked the reason as to why pre-service EFL teachers taking the mentioned course and participating in practicum tended to pose particular types of questions more frequently in language classrooms.

3.3 Participants and Setting

Three groups of participants took part in the study that were volunteer teacher candidates, supervisors, and mentor teachers. All of them were non-native speaakers of English. The video recordings of the lessons took place in two different settings including a public high school and a private high school. In addition, interviews with pre-service EFL teachers and supervisors occurred in a state university. The mentor teachers were interviewed at practicum schools.

3.3.1 Pre-service EFL teachers

Twelve forth year students taking the course called Practice Teaching in a department of foreign language education were included. The main objective of the mentioned course is enhancing teacher candidates' skills required for teaching English at the selected primary and secondary schools with the help of observation and teaching practices in real classroom environment. One of the participants was male and eleven of them were female.

Table 8. Gender, age and practicum school type of pre-service EFL teachers

Participants	Gender	Practicum School Type
Participant 1	Female	Private High School
Participant 2	Female	Private High School
Participant 3	Female	Public High School
Participant 4	Female	Public High School
Participant 5	Female	Public High School
Participant 6	Female	Public High School
Participant 7	Female	Public High School
Participant 8	Female	Public High School
Participant 9	Female	Private High School

Table 8. Gender, age and practicum school type of pre-service EFL teachers (cont'd)

Participant 10	Female	Private High School
Participant 11	Male	Private High School
Participant 12	Female	Private High School

Depending on the regulation of the Ministry of National Education, each section of the course was arranged to include a maximum of twelve students. The participants consisting of teacher candidates were chosen based on convenience sampling procedure as they were enrolled in a section assisted by the researcher at the mentioned department. They were divided into two groups at the beginning of the term and assigned to two schools, which were a public high school and a private high school. In the public high school, English preparatory classes in which students are exposed to the foreign language intensively were available.

3.3.2 Mentor teachers

Mentor teachers not only play an important role in the teacher candidates' professional development but also, they set a role model for them. Since the candidates are obliged to attend the practicum schools ranging from ten to twelve weeks and observe four hours of lessons each week, they get in a close contact with their mentor teachers. Their teaching performances are assessed by the mentor teachers, which is realized through giving feedback on the lesson plans prepared by teacher candidates beforehand and taking observation notes during actual practices.

Table 9. Gender, years of experience and institutions of supervisors and mentor teachers

Participants	Gender	Years of Experience (N)	Institution
Age range (31-52)			
Supervisor 1	Female	8 years	State University
Supervisor 2	Female	1 year	State University
Supervisor 3	Female	8 years	State University
Supervisor 4	Female	8 years	State University
Mentor Teacher 1	Female	28 years	Public High School
Mentor Teacher 2	Female	3 years	Private High School

Being responsible for the teacher candidates' professional development throughout the spring semester, two female mentor teachers at the practicum schools participated in the study. Both were assigned to guide six forth year students. The mentor teacher working at the private high school had three years of teaching experience, whereas; the other one had twenty-eight years' experience. In addition, the teacher with fewer years of experience was teaching English to students ranging from ninth to twelfth graders, on the other hand; the experienced teacher was predominantly teaching English to the students in English preparatory classes.

3.3.3 Supervisors

Four teacher educators teaching at the mentioned department were selected. One of the supervisors was the course instructor of the focus group; therefore, her contribution to the study was essential in terms of being informed about to what extent she could attract the attention of teacher candidates to classroom questioning and raise their awareness concerning different question types in language teaching. The other three supervisors were the ones who were the instructors of two complementary courses

called School Experience and Practice Teaching for the last fall and spring semesters respectively. Among four supervisors, only one of them was giving these courses for the first time since it was her first year working as an instructor in that department. The other three ones were engaged in teacher candidates' professional development through giving various courses approximately for eight years. Although all of them had teaching experience for a while beforehand, years of experience indicated the time that they had in the department. It did not matter whether they served as supervisors or not throughout the whole period of experience. In this vein, only the number of years that each of them spent at the mentioned department as teacher educator was taken into consideration.

3.4 Data Collection Instruments

Classroom observations based on video recordings were the main data collection sources. In addition, semi-structured interviews with pre-service EFL teachers, supervisors and mentor teachers took place. Semi-structured interviews were conducted to triangulate data obtained through classroom observations.

3.4.1 Classroom Observations

Within the scope of School Experience and Practice Teaching courses offered to forth year students during fall and spring semesters, EFL teacher candidates are assigned to teach three sessions at practicum schools per semester. Pre-service teachers are grouped in pairs to observe lessons conducted by mentor teachers and prepare lesson plans together. For the first semester, they generally share the teaching load of a session half and half; therefore, they teach for twenty minutes. However, they are expected to fulfil the whole session on their own for the second semester.

With the aim of observing a whole session conducted by each teacher candidate separately, video recordings of their final teaching took place towards the end of Spring Semester 2017. The classroom observations in the public high school occurred

in the ninth grades, whereas the observations in the private high school took place in the tenth grades. Have (2007) puts forward that "video recording provides a wealth of contextual information that may be extremely helpful in the analysis of interactional talk-as-such, especially in complex settings with more than a few speakers, like meetings or various sorts". In addition, according to Star and Strickland (2007), beginning and in-service teachers' watching either the videos of their or effective teachers' teaching practices is a useful and stimulating method to enhance their teaching performance. They can get benefit from those recordings since the videos give them the opportunity of watching their performance more than one time and capture the details regarding how they interact with students. The rationale behind focusing on the final teaching was that pre-service teachers would gain experience, have an idea of learner profile and adjust their classroom questions accordingly in time.

3.4.2 Semi- Structured Interviews

After all the teacher candidates carried out three teaching practices, semi-structured interviews were conducted with the focus group to gain insights into their questioning experiences (please see Appendix A). In this regard, open-ended questions based on a predetermined content considering previous related research were included.

Interview questions were formulated considering a 14-item open-ended questionnaire survey based on framework of quality questions by Walsh and Sattes (2005). Since different types of questions used by teachers during classroom instruction tend to arise depending on how they perceive the phenomenon of questioning, their views regarding teacher questioning in general and actual experiences at practicum schools were asked. Interviews were conducted in Turkish to enable the teacher candidates to express themselves more freely due to the fact that they might experience foreign language speaking anxiety to some extent.

Creswell (2009) states that a piloting session prior to the interviews could be useful since it enables researchers to elaborate on interview content and ascertain of its practicability. Before the interviews occurred, piloting was conducted with four

teacher candidates to determine whether there were any unclear questions. In addition, upon the suggestions of the volunteer colleagues, minor changes were made regarding the form of the questions to elicit more answers from the participants.

Moreover, semi-structured interviews were implemented with course instructors and supervisors to ask for their opinions regarding teacher questioning and how teacher candidates should be trained to gain questioning skills. Two mentor teachers guiding the teacher candidates at the practicum schools throughout the spring semester and four supervisors from the foreign language education department giving the course called Practice Teaching were included.

3.5 Data Collection Procedure

Data were collected through classroom observations based on video recordings and semi-structured interviews. The researcher visited practicum schools on the day of teaching to record a specific session arranged by mentor teachers and teacher candidates in accordance with the weekly schedule in May and June 2017. Total recording time for the lesson of each participant and teacher talking time were demonstrated in Table 10.

Table 10. Teacher Talking Time and Total Recording Time

Participants	Teacher Talking Time	Total Recording Time
Participant 1	20 minutes	28 minutes
Participant 2	27 minutes	36 minutes
Participant 3	29 minutes	38 minutes
Participant 4	25 minutes	37 minutes
Participant 5	23 minutes	38 minutes
Participant 6	12 minutes	25 minutes
Participant 7	21 minutes	33 minute

Table 10. Teacher Talking Time and Total Recording Time (continued)

Participants	Teacher Talking Time	Total Recording Time
Participant 8	20 minutes	34 minutes
Participant 9	18 minutes	32 minutes
Participant 10	25 minutes	35 minutes
Participant 11	22 minutes	32 minutes
Participant 12	13 minutes	28 minutes

The duration of each teaching session was 40 minutes. However, total recording time and teacher talk time allocated for each session differed in each case depending on the conditions available in learning environments at that moment. Teacher talking time (TTT) referred to how much pre-service EFL teachers talked during the lessons. In this vein, time intervals during which they kept silence since the students were on task, reading a text or listening to audio etc. were excluded.
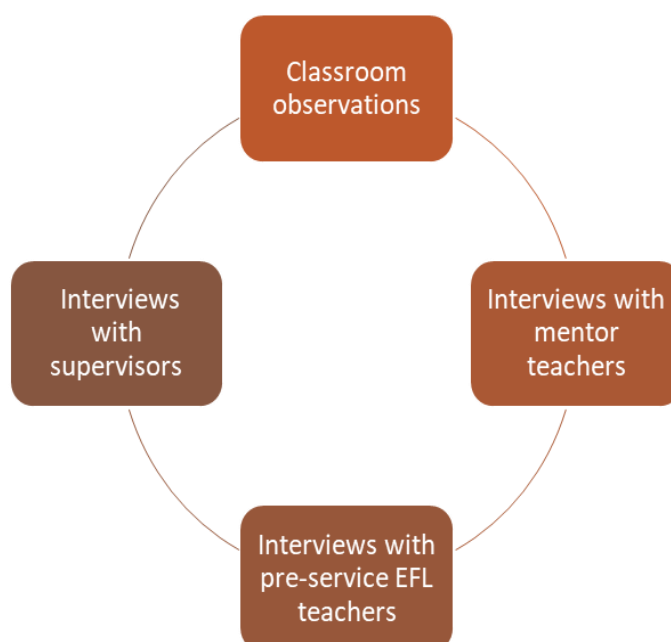
Figure 4. Data Collection Procedure

After the videos of the final teaching practices of the candidates were recorded at the practicum schools, semi-structured interviews were conducted. The timing of the interviews changed depending on the teaching schedule of the candidates because some of them were able to complete their practicum earlier compared to the others whose final teaching arrangements were postponed due to some reasons such as school exams and events. They were held starting from the end of May 2017 to the first two weeks of June 2017. The interviews lasted 13-22 minutes.

Interviews with pre-service teachers (May-June 2017) → Interviews with mentor teachers (June 2017) → Interviews with supervisors (July-August 2017)

Figure 5. Semi-Structured Interviews Schedule

Towards the end of the June 2017, interviews with two mentor teachers took place. They were informed about the focus of the study beforehand, however; they were expected to provide answers to the questions on the spur of the moment. The duration of the interviews was approximately 25 minutes. Interview duration for each participant is given in Table 11.

Table 11. Interview durations

	Participants	Duration
Pre-service EFL teachers	Participant 1	13 minutes
	Participant 2	14 minutes
	Participant 3	13 minutes
	Participant 4	18 minutes
	Participant 5	15 minutes
	Participant 6	22 minutes
	Participant 7	15 minutes
	Participant 8	16 minutes
	Participant 9	20 minutes
	Participant 10	22 minutes
	Participant 11	14 minutes
	Participant 12	15 minutes
Mentor teachers	Mentor 1	25 minutes
	Mentor 2	24 minutes
Supervisors	Supervisor 1	21 minutes
	Supervisor 2	24 minutes
	Supervisor 3	23 minutes
	Supervisor 4	29 minutes

Lastly, the interviews with the supervisors were conducted in July and August 2017. In order to enable them to reflect on their observations as regards to the teaching experiences of the participants, they were interviewed after the end of 2016-2017 academic year. Interviews lasting 21-30 minutes took place.

3.6 Data Analysis

The analysis of types of questions was carried out using two different classification systems suggested by Thompson (1997) and Richards& Lockarts (1996). One of them included twelve question types and the other one consisted of three question types. However, the total number of question types analyzed was thirteen as only one question type was taken from the second classification system. With respect to the analysis of the interviews, structural coding (Saldaña, 2009) was applied.

3.6.1 Analysis Done on Video Recordings of Classroom Observations

The recorded lessons were transcribed upon watching each video a few times through paying attention to turn-taking in question and answer sequences. Following the transcriptions of the recorded lessons, only the questions asked by teacher candidates in twelve different sessions were detected. Then, they were categorized according to their types (please see Appendix B) through making use of two classification systems put forward by Thompson (1997) and Richards and Lockarts (1996).

The classification system suggested by Richards& Lockarts (1996) consists of three categories named procedural, convergent and divergent questions. Procedural questions are associated with classroom procedures, routines and classroom management rather than the content of learning context (e.g. Did everyone bring their homework?). Convergent questions for which the students are not expected to perform higher order thinking skills usually require them to come up with short answers based on the retrieval of information provided previously (e.g. How many of you have a personal computer in your home?). On the other hand, divergent questions stimulate higher order thinking and trigger students to produce both longer and various responses (e.g. Do you think computers have had any negative effects on society?). However, only the type named procedural questions was incorporated into the existing classification system in the present study.

Considering the dimensions of form, content and purpose, Thompson (1997) suggested a framework based on twelve question types to classify teacher questions.

According to his classification, 'form' is associated with the type of a question, which is accepted either a yes/no or a wh- question. The third dimension named 'content' concerns whether outside facts, personal facts or opinions are asked through a question. The intent of a teacher while asking a question is related to the third dimension named 'purpose'. In this regard, teachers ask questions either with the aim of enabling learners to display their knowledge or obtaining information through communicating with the learners.

While examining the types of teacher questions, in line with Yang's (2010) procedures, not only questions beginning with interrogatives but also the utterances ending with rising intonation were also regarded to be questions. There were some questions posed without expecting an answer from the students, instead; teacher candidates pretended to address questions to the class in some situations such as giving an instruction, introducing a topic or explaining grammatical structures. Therefore, teachers' questioning behaviors were taken into consideration to decide whether their utterances can be counted as questions or not.

3.6.1.1 Classroom Discourse Analysis

Walsh (2013) defines discourse as "written or spoken texts which have been produced in a particular context or for a specific purpose (p.23). Foreign language classrooms are contexts where discourse occurs. Classroom discourse can be considered any kind of discourse taking place in classroom either between the teacher and students or among students (Pontecorvo,1997). In this vein, van Lier (1996) states that classroom discourse is 'the most important thing on the curriculum' (p.5).

Levinson (1983) puts forward discourse analysis is one of the two main approaches to study interaction that naturally occurs. Discourse analysis (DA) refers to the study of spoken or written texts through comprehending their internal and external structure (McCarthy, 1992). One of the widely known discourse analysis approach to classroom interaction was proposed by Sinclair and Coulthard (1975). They suggested that classroom communication was shaped by IRF (teacher initiation, learner response and

teacher feedback) or IRE (teacher initiation, learner response and teacher evaluation) to a considerable extent (Edwards& Westgate, 1994). This approach was driven by the principals based on structural-functional linguistics. Namely, structural patterns and functions are taken into consideration while analyzing classroom data. In this vein, a typical statement such as '*Could you turn to page 36?*' could be considered as a request (Walsh, 2006). In order to categorize patterns of interaction in classrooms, discourse analysis approaches refer to a discourse hierarchy.

As can be seen in Figure 6, Sinclair and Coulthard (1975) proposed a descriptive system regarding a discourse hierarchy. It includes the components named *lesson, transaction, exchange, move and act*. With respect to the hierarchical framework, Sinclair and Coulthard (1992) explain that "each rank above the lowest has a structure which can be expressed in terms of the units next below" (p. 2). Accordingly, acts are situated in the lowest rank of discourse. Moves are composed of acts and they form exchanges together. A chain of exchanges constitutes transactions which are used to perform tasks in classrooms.

Willis (1992) maintains that eliciting exchange is the most common exchange in classrooms. In this vein, teachers predominantly apply questioning strategies to elicit answers from their students. Sinclair and Coulthard (1992) note that: "A typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher" (p.3).

- Lesson
- Transaction
- Exchange
- Move
- Act
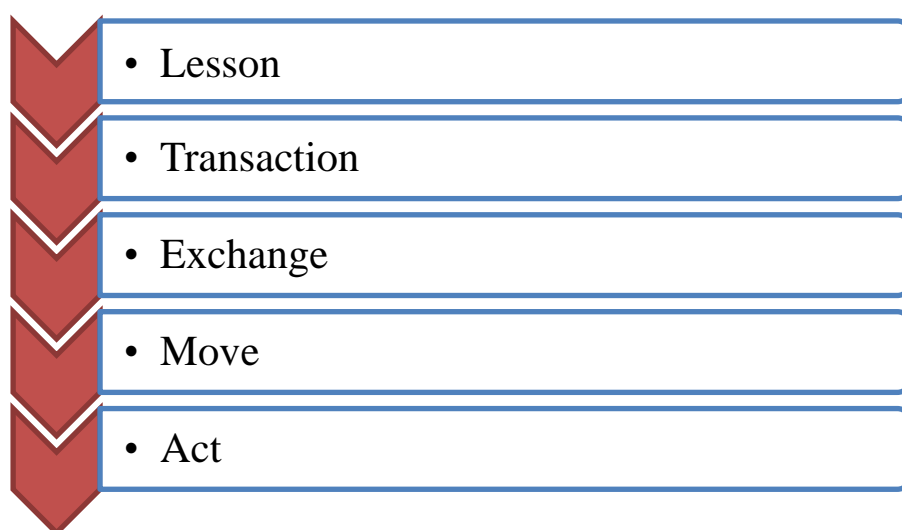
Figure 6. Framework for Analyzing Classroom Interaction (Sinclair& Coulthard, 1975)

The present study mainly concentrated on question and answer exchanges in EFL classrooms to investigate the impact of different types of questions posed by pre-service teachers on fostering communication. Two classification systems proposed by Thompson (1997) and Richards and Lockarts (1996) were used to categorize the types of questions, which are described in detail in literature review section. In this vein, thirteen question types from two classification systems were taken into consideration.

3.6.2 Analysis of the Interviews

The interviews were conducted in Turkish to enable the participants to express their opinions regarding the issue in a comprehensive manner. First of all, the interviews with pre-service EFL teachers, mentor teachers and supervisors were recorded and transcribed. Then, each of them was read a few times to get an impression of the overall data. In terms of ensuring inter-rater reliability, one researcher was asked to identify codes in an excerpt from a transcript before starting the coding process. A software program named MAXQDA was used to organize and analyze qualitative data.

With respect to coding process, structural coding stated in the study of MacQueen et al. (as cited in Saldaña, 2009) was applied. According to Saldaña (2009), two cycles of coding exist which are named First Cycle and Second Cycle coding methods. First

Cycle methods refer to the ones used during the initial coding of data, whereas Second Cycle methods are related to ones that necessitate analytic skills such as classifying, integrating and synthesizing. In this vein, if required, researchers can engage in recoding or removing some irrelevant codes, which mainly results in reorganizing the initial codes. In the present study, applying Second Cycle methods was not found necessary.

As a qualitative data analysis method, structural coding is categorized into First Cycle methods. Structural coding refers to a question-based code that "acts as a labeling and indexing device, allowing researchers to quickly access data likely to be relevant to a particular analysis from a larger data set" (Namey et al., 2008, p.141). Saldaña (2009) notes that the application of structural coding is impelled by a specific research question and topic. As regards qualitative data analysis, two research questions were included in the present study. They were based on the participants' perceptions regarding the definition of teacher questioning, types of questions used by EFL teachers and instructional strategies for improving questioning skills respectively. Therefore, the researcher took these major three thematic categories into consideration during the coding process (please see Appendix C).

To analyze the data, structural codes were linked to the responses given to specific interview questions. Considering two related research questions, the researcher examined the responses to the questions concerning the definition of teacher questioning, types of questions used by EFL teachers and instructional strategies for improving questioning skills. Moreover, if necessary, she focused on the responses given to the other interview questions that would fit into the predetermined themes. In this vein, emerging codes were associated with the appropriate excerpts from the transcriptions. Then, in accordance with themes, multiple codes and quotations were provided. The researcher also translated the selected quotes into English since the interviews were conducted in Turkish. Themes were explained in a detailed manner through illustrating the frequency of codes and quotations from three groups of participants (pre-service EFL teachers, mentor teachers and supervisors).

3.7 Ethical Considerations

The approval of Human Subjects Ethics Committee of Middle East Technical University was taken before conducting the study. The participants including pre-service teachers, supervisors and mentor teachers were informed about the purpose of the study through distributing consent forms (please see Appendix D). The stages of data collection process were also explained to them. They were asked to sign the consent form if they would like to participate. In this regard, pre-service EFL teachers were aware that the video recordings of their final teaching practices would take place, which would be followed by the individual interviews. In addition, pseudonyms were used in the excerpts taken from the observed lessons to protect the participants' rights. With respect to the interviews, all of participants were told that their voice would be recorded. Moreover, they were ensured that they were free to discontinue the interview in the case of feeling uncomfortable for any reason. In terms of confidentiality, each participant was assigned a number so that they were mentioned through these numbers in the study. Data privacy was also ensured.

CHAPTER 4

RESULTS

4.1 Presentation

This chapter firstly presents the numbers of thirteen question types and examples of each question type from the observed lessons. Then, participants' perceptions regarding teacher questioning and types of questions used in EFL classrooms are stated. Lastly, instructional strategies suggested by the mentor teachers and supervisors for improving questioning skills are provided.

4.2 The Number of Thirteen Question Types Based on the Observed Lessons

The frequency analysis of the different types of questions in the recorded lessons was conducted to answer the research question given below. Twelve question types put forward by Thompson (1997) and one question type suggested by Richards and Lockarts (1996) that is named 'procedural questions' were taken into consideration. Pre-service EFL teachers' use of thirteen types of questions in total based on these two classification systems was explained below.

> Research Question 1. Based on the observed teaching practices in their
> practicum courses:
>> a. What types of questions according to the dimensions of form (yes/no, wh-), content (outside fact, personal fact and opinion) and purpose (display/communicative) are predominantly used by twelve pre-service EFL teachers?
>> b. To what extent do twelve pre-service EFL teachers use procedural questions?

As can be seen in Table 12, a total of 338 display questions and 64 questions for communicative purposes were posed by the participants during the observed sessions. The overall numbers of thirteen different question types were presented below.

Procedural questions were the most predominantly used ones among all question types (N=231). However, as it is illustrated in Table 12, the total number of display questions (N=338) exceeded the number of procedural questions.

Table 12. The overall numbers of the types of questions

Question Types	N
Type 1 (yes/no, outside fact)	19
Type 2 (wh-, outside fact)	167
Type 3 (yes/no, personal fact)	69
Type 4 (wh-, personal fact)	4
Type 5 (yes/no, opinion)	27
Type 6 (wh-, opinion)	55
Total	338
Type 7 (yes/no, outside fact)	2
Type 8 (wh-, outside fact)	5
Type 9 (yes/no, personal fact)	27
Type 10 (wh-, personal fact)	21
Type 11 (yes/no, opinion)	4
Type 12 (wh-, opinion)	5
Total	64
Procedural Qs	231

Among display questions, Type 2 (N=167) ranked first, which was followed by Type 3 (N= 69), Type 6 (N=55), Type 5 (N=27), Type 1 (N= 19) and Type 4 (N= 4) respectively. As regards questions posed with the aim of communicating with students, the most frequently used ones were the ones categorized into Type 9 (N=27). It was followed by Type 10 (N=21), Type 8 (N=5), Type 12 (N=5), Type 11 (N=4) and Type 7 (N=2) questions.

Thompson (1997) divides twelve question types into two main categories depending on teachers' purposes. The distribution of questions asked for display and communicative purposes was shown in Figure 7. In addition, the purposes for asking procedural questions were defined as managerial purposes since these questions are mainly asked to manage classroom procedures.
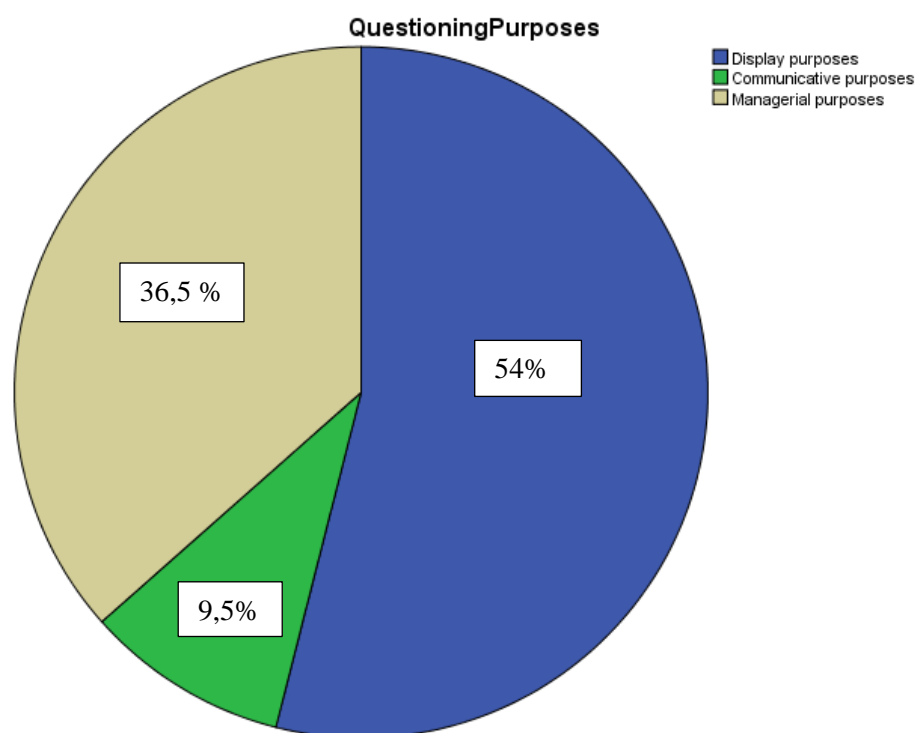
Figure 7. Questioning Purposes

The questions posed for display purposes outnumbered the questions asked for managerial purposes. The questions for which the purpose was communicating with

the students were on the third rank. As illustrated in Figure 7, the percentage of questions posed to communicate with students (9.5%) were considerably lower as compared to the percentages of procedural questions (36,5%) and display questions (54%). These findings indicate that the majority of the questions posed by pre-service EFL teachers did not serve communicative purposes. Therefore, to a large extent, they were unable to create opportunities for fostering communication in language classrooms.

4.2.1 Pre-Service EFL Teachers' Use of Twelve Question Types by Thompson

Since the classification system by Thompson (1997), consists of questions types categorized according to three criteria which are 'form', 'content', and 'purpose', participants' use of these question types was analyzed separately. The 'purpose' dimension played a determining role for the present study as it revealed whether the participants asked questions either with the aim of enabling learners to display their knowledge on a topic or communicating with them. The first six question types belonged to the category of questions for display purposes, whereas the other six questions represented questions asked for communicative purposes.

The distribution of the first six question types is shown in Table 13 below. Considering the display questions posed by each participant, the highest number was found to be 41 (Participant 3). However, the lowest number of display questions was 8 (Participant 6). The results also showed that participants differed in terms of their preferences regarding the use of question types. All participants asked at least one question from the categories Type 2 and Type 3. Similarly, questions categorized into Type 6 was also used by all them except one participant. In contrast, the most rarely asked question type was Type 4 since nine participants did not ask any questions at all that fit into this category. In accordance with it, Type 1 became the second type of question in terms of being rarely used as it was not preferred by half of the participants.

Table 13. Pre-service EFL Teachers' Use of Questions for Display Purposes

	Question Types (N)						
	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Total (N)
	(yes/no,	(wh-,	(yes/no,	(wh-,	(yes/no,	(wh-,	
	outside f.)	outside f.)	personal f.)	personal f.)	opinion)	opinion)	
Participants							
P1	1	19	8	-	2	-	30
P2	-	9	9	-	2	7	27
P3	2	17	6	2	2	12	41
P4	1	8	9	1	-	4	22
P5	-	16	8	-	1	4	29
P6	1	3	2	1	-	1	8
P7	-	13	1	-	-	14	28
P8	-	26	1	-	5	4	36
P9	-	20	13	-	2	1	36
P10	8	18	2	-	4	5	37
P11	6	9	9	-	7	1	32
P12	-	9	1	-	2	2	14

With respect to types of questions promoting communication in language classrooms, a total of 64 questions were asked to serve this purpose. As illustrated in Table 14, ten participants posed varying number of questions for communicative purposes. Among

all, the highest number of questions asked for communicative purposes was 12 (Participant 10). On the other hand, two participants (Participant 5 and Participant 8) did not ask any questions to communicate with the students.

Table 14. Pre-service EFL Teachers' Use of Questions for Communicative Purposes

	Question Types (N)						
	Type 7 yes/no, outside f.)	Type 8 (wh-, outside f.)	Type 9 (yes/no, personal f.)	Type 10 (wh-, personal f.)	Type 11 (yes/no, opinion)	Type 12 (wh-, opinion)	Total(N)
Participants							
P1	-	-	-	1	-	3	4
P2	-	1	3	1	-	-	5
P3	-	-	4	2	-	-	6
P4	-	-	1	-	2	2	6
P5	-	-	-	-	-	-	-
P6	-	-	3	6	-	-	9
P7	-	-	2	1	-	-	3
P8	-	-	-	-	-	-	-
P9	-	-	-	3	-	-	3
P10	-	2	7	2	1	-	12
P11	2	1	-	2	1	-	6
P12	-	1	2	4	-	-	7

4.2.2 Pre-Service EFL Teachers' Use of Procedural Questions

Similarly, the occurrence of procedural questions, which is included in the classification system suggested by Richards and Lockarts (1996), was examined. In this vein, frequency analysis of the procedural questions in the lessons observed was conducted (as can be seen in Table 15).

The results demonstrated that each participant used procedural questions to a certain extent, which was in contrast with the findings obtained from the use of some types of questions in the other classification system. The highest number was found to be 41 (Participant 10), whereas the lowest number of procedural questions posed in the lessons was 8 (Participant 1).

Table 15. Pre-service EFL Teachers' Use of Procedural Questions

Participants	Procedural Qs (N)
Participant 1	8
Participant 2	14
Participant 3	24
Participant 4	21
Participant 5	20
Participant 6	14
Participant 7	12
Participant 8	9
Participant 9	16

Table 15. Pre-Service Teachers' Use of Procedural Questions (continued)

Participant 10	41
Participant 11	28
Participant 12	24

4.3 Twelve Question Types from Classroom Observations

As explained above, all question types were detected in the recorded lessons. While some of them were commonly observed in the lessons, some others were not present in each lesson. Therefore, especially the questions asked for communicative purposes were not observed to a large extent. Each question type is exemplified below through providing related excerpts from classroom observations. Since some excerpts includes more than one type of question, the types of questions in focus are indicated in bold.

Type 1

Type 1 denotes **yes/no & outside fact** questions which are asked for display questions. The question and answer exchanges from a lesson based on reinforcing the grammatical structure 'used to' are given below. The teacher is trying to check whether the students have grasped the meaning of 'used to' structure or not.

Excerpt

*T (Participant 10): Now, we'll read these questions and answer whether they are right or not, ok. For example, for 'a' 'Anita used to work in advertising', **did Anita work in advertising in the past according to this sentence?***

S: Past.

*T: Yes, it's in the past. And **does she work in advertising right now?***

S: did not

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*T: No, right. And for the sentence 'b', 'Jasmin didn't use to have time for anything else'. **Did Jasmin have time for leisure activities in the past?***

S: Yes.

T: Are you sure? Just look at the sentence. She says I didn't have time for anything else in the past, so that means she didn't have…

S: Geçmişte hiçbir şey için zamanı yokmuş.

*T: **Does she have more time for activities now?***

S: Evet

The student usually provides one-word answers to the questions. In addition, he uses incorrect auxiliary verbs and codeswitches from English to Turkish. However, the teacher seems to check the student's comprehension rather than paying attention to accuracy.

Type 2

Type 2 denotes **wh- & outside fact** questions asked for display purposes. The excerpt given below belongs to a lesson in which the teacher introduces famous sports figures. Therefore, she shows the pictures of them and asks their names and what they are famous for.

Excerpt

*T (Participant 9): **Who's this little pretty girl**? (shows the second picture)*

S1: Ayşe Begüm Onbaşı

*T: Yes, so **what's she doing?***

S1: She is dancing.

S2: Gymnastics

S3: Aerobics

T: Yes, she's a aerobics champion! She's very successful and she has been doing aerobic gymnastics since she's seven years old, right? Although she faced many difficulties, she didn't give up and she won a golden medal.

As the excerpt demonstrates, three students answer the questions posed by the teacher. Only one of them gives a long answer. The other ones provide one-word answers.

Type 3

Yes/no & personal fact questions are included in this category. In the excerpt below, the teacher introduces a festival named 'Garma Festival' which is unfamiliar to students. Before giving the details about it, she wants them to mention some festivals that they know. In fact, she aims to make an introduction to the topic through checking students' prior knowledge about the topic 'festivals'.

 Excerpt

*T (Participant 5): As you predict, today we're dealing with some festivals but we are more concentrate on Garma Festival. **Have you heard about this before?** I think that it's a very interesting festival around the world. First, I want to hear from you what do you know about these festivals. **Some of their names, do you know?***

T: Yes Tuna.

S: Adana Film Festival.

*T: Yes, we have known Adana Film Festival. Ok, when is it held? **Do you know?***

S: No

T: No? It's generally held on September.

The teacher interacts with only one student. When he gives an answer, she wants to elaborate more on the topic. However, she tends to provide the answer instead of giving clues or asking subsequent questions to guide the student.

Type 4

This category consists of **wh- & personal fact** questions that are display questions at the same time. In the first excerpt, the teacher touches upon both natural and man-made disasters and tries to elicit answers from the students to draw a semantic map regarding disasters. With respect to second excerpt, the teacher talks about formal and informal mails.

Excerpt 1

*T (Participant 4): Some events that affect our lives in a negative way… Then**, what kind of disasters do we know? Which types of disasters?***

S: Tsunami

T: Tsunami, yes. Tsunami is an example of a disaster. Then, I want to write here.

Excerpt 2

*T (Participant 6): Ok, informal mails are pieces of messages that we write a people, a person who we know well. We usually start with 'dear mum, dear aunt' or **another phrases you use in your daily life generally?***

S: Hello.

T: Hi, hello…

It is seen that the teacher checks whether the students know related phrases or not. Although she does not use an interrogative form, she means 'what are the other phrases

that you generally use in your daily life?'. Then, she approves of the student's response and add one more related word.

Type 5

This category consists of **yes/no & opinion** questions asked for display purposes. The excerpt below belongs to a lesson in which the teacher tries to prepare students for a reading text. It is about indoor and outdoor activities.

Excerpt

T (Participant 11): Actually, you want to do some sports in nature maybe... I don't know... it doesn't have to be hiking or something like swimming in a river or just or ... I don't know... **swimming in a lake...***You can also think about swimming in the sea.* **Do you like swimming in the sea?**

S: Yes

T: It's really good actually. I also like it. I had a bad experience about water. That's way I can't swim anymore at all.

The teacher wants to hear about students' preferences with respect to indoor and outdoor activities. In this regard, she mentions her preference for swimming in the sea. She also provides a rationale for her response.

Type 6

Wh- & opinion questions which are also categorized as display questions are included in this type. The excerpt below is taken from a lesson based on grammar and whose focus is on comparative adjectives. The teacher attempts to ask the students' opinions concerning the football players' performance as well as the correct use of the target structure.

Excerpt

*T (Participant 3): You like football...Let's compare Arda Turan and Christian Ronaldo. **How can we say which one is better?** Let's try (starts to write on the board). Ronaldo... **what should we write here to show the comparative?***

no answer

*T: **Which one is better player?***

S: Sabri

T: Ok, let's write Sabri here. I am writing 'Sabri is better player than Ronaldo'.

The teacher tries to compare the performance of two football players. However, it is seen that the student comes up with the name of another football player. Then, she immediately changes the subject and formulates the sentence accordingly.

Type 7

This category consists of **yes/no & outside fact** questions asked for communicative purposes. The questions posed by the teacher in the excerpt below are examples of this question type. Although, the teacher is not able to get answers from the students, her purpose is to communicate with the students through enabling them to express their opinions about environmental problems.

Excerpt

T (Participant 11): We're living in a world that has lots of natural resources like rivers- as we said- oceans, mountains... but you know we're facing with some problems about nature due to our modern world, modernized world. Can you think about any problems about nature that we are having right now? These years...

no answer

*T: **No environmental problems? Is everything alright with the nature**? Come on, I want to hear some voice!*

Silence

T: Nobody? Just say it in Turkish.

It is understood that she intends to say 'are not there any environmental problems?'. She does not use an interrogative form. However, rising intonation indicates that she is asking a question.

Type 8

Wh- & outside fact questions posed for communicating with students are included in this category. The excerpt below is taken from a lesson based on the topic 'shopping'. At the beginning of the lesson, the teacher relates the topic to Mother's Day.

<u>*Excerpt*</u>

T (Participant 12): Two weeks ago, it was a special day- 14th of May, do you remember?

S1: Mother's Day.

T: Yeah, it was Mother's Day. Did you buy anything for your mom?

no answer

T: No one?

S2: Flowers

*T: You bought flowers, yeah, that's good. **What was your mom's reaction?***

S2: Happy because she loves daisy very much.

It can be deduced that she is trying to extend the conversation with the student. In this vein, she wants to hear about her mother's reaction upon receiving flowers. The student answers the question and also provides a rationale for it.

Type 9

This category consists of **yes/no & outside fact** questions. The excerpt below is taken from a stage of lesson in which the teacher interacts with a student to be informed about whether he prefers to proofread his emails or not. Therefore, she asks successive questions after presenting a new vocabulary item (proofreading).

Excerpt

T (Participant 6): You'll write an e-mail- an important message - but you have written it wrong and you sent to wrong person, so the result is a burnout. So... we have to proofreading, we should check our spelling mistakes, grammar mistakes or the subject and the person. Can you see the image? (shows a picture on smart board). What does it mean? Yes Boran

S: I think he's someone who is very perfectionist about message.

*T: Yes, **do you have any other friends that perfectionist about his message or proofreading?***

silence

*T: **Do you usually do the proofreading in your letter?***

S: No.

T: Why?

S: Because I want to send it quickly.

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(laughter)

T: Have you ever experienced the situation that you didn't proofread so it result in a disaster?

S: No, I hardly ever use e-mail.

It is seen that the teacher asks the student to provide a rationale for his response. In this regard, she encourages him to talk about his personal preferences and experiences regarding the topic. The student also tries to give longer responses instead of providing one-word answers.

Type 10

This category denotes **wh- & personal fact** questions. The teacher attempts to find out the specific phrases and expressions used by the students while responding to an email. Hence, she poses a few questions to guide students to elaborate on their answers.

Excerpt

T (Participant 6): Ok guys, up to now we've tried to cover the some parts of writing an e-mail, informal e-mail. Now, we'll look at in more detail, but first I want to ask you a question. I want to hear from you. **When you receive an e-mail, how you answer or does it change according to message you received?**

no answer

T: For example, one of your friends wrote a message to you. You should have respond to it, but you didn't. **How you respond it back?** *Yes Yakup.*

S1: First, I'll just say 'hi' and then I'll explain why I couldn't write back to him.

*T: **Which phrases do you prefer?** 'I am sorry for'...*

S1: I am sorry for not writing back. I've been busy lately.

T: Yeah, thank you. Another idea? Yes Boran...

S2: I am sorry, I couldn't answer because my Internet was... I've just seen your message, how about you?

T: Ok, that's another answer. Ok, let's move on... (opens the slide show)

The teacher interacts with two students. With respect to the answer of first student, she poses a subsequent question. On the other hand, she does not elaborate on the answer given by the second student.

Type 11

Yes/no & opinion questions are involved in this category. The question and answer exchange below is taken a from a stage of lesson in which the teacher shows a picture to the class and wants them to predict the context of conversation through considering that day's topic (life- changing decisions). Since they will learn about it while listening to the related audio as a next step, the teacher also does not know the subject of conversation. Therefore, she invites the students to make a contribution, however, only one student responds to it.

Excerpt

*T (Participant 10): Two women, a doctor, a business woman maybe and a farmer. **Do you have any predictions about what's happening there?** Just think about what we've talked about so far.*

S: Jazz bar… They're talking.

T: Maybe jazz bar. I think these women will make a change in their lives. It seems so. Let's learn what they did.

The teacher also does not know the answer to the question. She tries to guess it with the help of the picture. Since the students are reluctant to participate in conversation, she tends to move on to the listening activity.

Type 12

Wh- & opinion questions posed for communicating with students are included in this category. In the excerpt given below, the teacher asks for the students' opinions regarding which type of disasters are more dangerous. Instead of simply approving the student, she wants him to provide a rationale for his response.

Excerpt

*T (Participant 4): In your opinion, **which one is the most harmful for us? Natural disasters or man-made disasters?***

S: Man-made

*T: **Why?***

S: Because if someone...

silence

T: If someone.... (laughter)

S: If someone always make bad things, it is dangerous.

T: Man-made disasters are more dangerous in your opinion, yes, you're right.

The teacher tries to encourage the student to express his opinion regarding the topic. She pays attention to use wait time. However, it seems that she does not elaborate on his answer, instead, she only approves of it.

4.4 Procedural Questions from Classroom Observations

Procedural questions are associated with classroom procedures, routines and classroom management rather than the content of learning context. The excerpts given below exemplify different purposes lying behind asking procedural questions. The first one is taken from the beginning of a lesson in which the teacher starts her session. In the second one, another teacher asks whether they have finished the task or not. Being the next one, the third excerpt demonstrates that the teacher wonders whether there are any unclear points or not regarding the grammatical structure 'used to'. Lastly, in the fourth excerpt, the teacher asks whether there are any volunteers to read their emails aloud following the writing activity.

Excerpt 1

T (Participant 11): ***Are you ready?***

C: Yes

T: Ok, then I start. ***How are you since I last saw you? Are you Ok?***

C: Fine

Excerpt 2

T (Participant 5): ***Are you done? Not yet or need more time?***

S: Just two.

T: Ok

Excerpt 3

T (Participant 2): 'When you were a child, you used to play football' (writes an example sentence on the board). ***Is everything clear? Do you need more example?***

S: 'Used to' birinci hali kullanılıyor.

T: Yeah, we're using the base form. ***Is there any question?***

silence

T: I think that's all.

Excerpt 4

T (Participant 6): Let's start reading your emails. ***Who wants to be volunteer?*** *Yes, Veysel*

S1: (reads his email aloud)

T: Ok, thank you. ***Any other person that want to read?*** *Yes, Ceren*

S2: (reads her email aloud)

T: Ok thank you very much.

4.5 The Perceptions of Participants Regarding Teacher Questioning and Types of Questions

Research Question 2**.** Based on the perceptions of twelve EFL pre-service teachers, four supervisors and two mentor teachers:

> a. What does 'teacher questioning' mean in EFL classrooms?
> b. What types of questions are used in EFL classrooms?

To answer the related research question presented above, the qualitative data obtained from the interviews conducted with twelve pre-service EFL teachers, four supervisors and two mentor teachers were analyzed. In total, there were 18 participants. There were specific questions requiring them to define teacher questioning and state the types of questions used by language teachers.

4.5.1 The Definition of Teacher Questioning Based on the Perceptions of EFL Pre-Service Teachers, Supervisors and Mentor Teachers

Within the scope of the interviews, pre-service EFL teachers, mentor teachers and supervisors were asked to define teacher questioning in their own words. All participants touched upon more than one aspect of teacher questioning. The codes extracted from the interviews are listed in Table 16.

Table 16. Codes in relation to the definition of teacher questioning

The definition of teacher questioning	
Codes	f
A means of checking comprehension	9
To make introduction to a topic	8
A means of providing active participation	6
To guide student learning	6
A means of assessment	3
To check students' prior knowledge about a topic	3
A means of interaction	3
To get information about something	2
To promote critical thinking	2
A part of classroom management	2

Table 16. Codes in relation to the definition of teacher questioning (cont'd)

A means of leading classroom discussion	1
To achieve course objectives	1
To attract attention into the topic	1
A means of teaching target culture	1
The largest part of teaching	1
To learn students' opinions about a topic	1
To ask genuine questions	1
To make students familiar with a topic	1
To facilitate learning	1
Questions appropriate for students' levels	1
To make learning more permanent	1
Total	**57**

As can be seen in Table 16, it was predominantly defined *as a means of checking comprehension* (*f*=9). However, the definitions were not only restricted to the dimension of checking comprehension. Instead, the definitions of teacher questioning were also based on other related dimensions such as *guiding student learning* (*f*=6), *checking students' prior knowledge* (*f*=3), *providing active participation* (*f*=3), *managing a classroom* (*f*=2) etc. However, they mostly referred to the purposes of teacher questioning while describing it rather than giving a definition. The following statements exemplify this situation:

> Teacher questioning is a skill enabling us to deduce to what extent the students have grasped the content of lessons. It can also be used to check the students' prior knowledge about a topic. (Participant 6, Female, Pre-Service Teacher)

> For me, teacher questioning is related to asking questions figure out what students have understood regarding a topic. It is also used for guiding and assessing student learning. (Participant 11, Male, Pre-Service Teacher)

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It includes the questions that we ask to check whether students know something or not, to enable students to participate in lessons even though both we as teachers and students know their answers and to provide necessary conditions for promoting interaction in classroom. I think it's a part of classroom management. However, it does not only mean maintaining classroom discipline, instead; it consists of everything that we use to manage the classroom. For this reason, it seems to me that teacher questioning is a part of classroom management (Supervisor 3, Female)

Another code with a high frequency was *making introduction to a topic* (*f*=8). It was also mentioned by the participants while giving a definition of teacher questioning. Especially, pre-service EFL teachers emphasized the place of teacher questions at the beginning of lessons during warm-up and lead-in stages. They indicated that they were accustomed to write questions such as 'how are you?', 'how was your weekend?' etc. on their lesson plans as it became habitual in time. Moreover, the mentor teacher at the public high school who emphasized the importance of world knowledge in generating questions mentioned introducing a topic with the help of questions. In this vein, they stated that:

I think teacher questioning mostly occurs during the warm-up stage of a lesson to make an introduction to a topic, to make students familiar with a topic or provide active participation in lessons. (Participant 1, Female, Pre-Service Teacher)

A teacher asks questions at the beginning of a lesson such as 'how do you feel today?', 'what did you do at the weekend?' to make an introduction to the topic. However, it depends on the stages of a lesson. I mean she might also aim to check students' comprehension during the following stages after presenting the topic (Participant 9, Female, Pre-Service Teacher)

In my opinion, teacher questioning mostly denotes asking questions before starting a topic. It helps me to check what students know about something. In this way, I can make an introduction to the topic through familiarizing students with the target content. Being able to ask questions before starting a topic and relating the topic with the current issues require keeping up to date with the recent developments. (Mentor Teacher 1, Female, Public High School)

Furthermore, the significance of teacher questioning was highlighted by one of the supervisors who was also the course instructor of the participants in focus group. She maintained that teacher questions should be concentrated on within the courses offered as related to the practicum. One pre-service teacher also acknowledged the importance of teacher questioning as a skill that should be improved. The following statements illustrate their point of views regarding the issue:

> Teacher questioning is one of the effective teaching behaviors that determines the quality of a lesson and even the level of students' learning. As a teacher educator, I believe that this issue needs to be specifically focused on within the scope of School Experience and Practice Teaching courses. (Supervisor 1, Female)

> As a teacher candidate, questioning is a skill that I need to improve. Therefore, I try to pay attention to the questions that I ask through reflecting on my teaching practices. Sometimes, I cannot realize what I planned beforehand during the teaching practices. If I get answers to my questions, I feel the sense of achievement. (Participant 6, Female, Pre-Service Teacher)

Checking students' comprehension and making introduction to a topic were mostly considered as the important aspects in relation to teacher questioning. Moreover, it was indicated questions enable teachers to guide student learning and provide active participation. The participants tended to refer to the purposes of teacher questions while coming up with a definition of teacher questioning.

4.5.2 Types of Questions Used by EFL Teachers Based on the Perceptions of EFL Pre-Service Teachers, Supervisors and Mentor Teachers

The participants were asked to indicate the types of questions used by EFL teachers that they heard about. Types of questions listed by them mainly involved *yes/no* (*f=8*), *wh-* (*f=8*), *display* (*f=7*), *comprehension* (*f=7*), *referential* (*f=5*), *concept check* (*f=5*), *procedural* (*f=3*), *open-ended* (*f=3*), *true/false* (*f=2*), *rhetorical* (*f=2*), *embedded* (*f=2*)

and *invited questions* (*f*=2). Moreover, *warm-up/lead-in*, *instruction check*, *tag*, *prompting*, *probing* and *hypothetical* questions were also mentioned by them. The codes with respect to types of questions used by EFL teachers are demonstrated in Table 17.

Table 17. Codes in relation to types of questions used by EFL teachers

Types of questions used by EFL teachers	
Codes	*f*
Yes/no qs	8
Wh- qs	8
Display qs	7
Comprehension qs	7
Referential qs	5
Concept check qs	5
Procedural qs	3
Open-ended qs	3
True/false qs	2
Rhetorical qs	2
Embedded qs	2
Invited qs	2
Prompting questions	1
Probing questions	1
Tag questions	1
Warm-up/ Lead-in questions	1
Hypothetical questions	1
Total	**60**

Most of the participants had difficulty in remembering the names of different types of questions. They were not able to directly utter the names of question types upon being asked to tell them. Therefore, they hesitated for a while upon being asked to tell the ones that they knew. Nonetheless, they attempted to come up with a few ones. They could not recall the exact name given to the type of question that they meant in some cases, however, they described the features of it. In this regard, the participants generally intended to say display and referential questions. The following statements illustrate their responses:

I know referential questions whose answers we do not know. We also ask questions just for the sake of asking. I do not remember their names but we ask those questions although we know the answers. (Participant 12, Female, Pre-Service Teacher)

I remember procedural questions. I do not remember the exact name but teachers sometimes ask questions to check and assess students' knowledge even though they know their answers. (Participant 10, Female, Pre-Service Teacher)

I know open-ended and yes/no questions. Open-ended questions are the ones through which we ask for students' opinions about something. Yes/no questions are generally used in exercises. I cannot remember the names of the other types of questions. (Participant 7, Female, Pre-Service Teacher)

I have heard about concept check questions. Wh- questions can be considered as another category. I guess there are also ones called prompting and probing questions. I cannot remember exactly the others. (Participant 8, Female, Pre-Service Teacher)

Typically, we use wh- and open-ended questions. I do not know their exact name but sometimes we really do not know responses to the questions, however, in some cases we check whether students know the answers or not. In addition, we might invite someone to answer a

question or pose a question to the whole class. The reasons of asking a question, the content of the question and the quality of its response can determine its category within classification systems. (Supervisor 3, Female)

In addition, one supervisor referred to the importance of different types of questions in terms of either hindering or enabling student participation in lessons. Accordingly, she asserted that asking open-ended questions would be more favorable as compared to the use of closed questions. The following statement indicates this situation:

The types of teacher questions influence the level of participation in lessons. It is also possible to say that teacher questions have the potential of motivating students. For instance, closed questions generally restrict the participation of students to some extent. However, open-ended questions enable students to express their opinions regarding a topic. In this regard, the existence of such types of questions can be considered as a factor that increases the level of participation. (Supervisor 1, Female)

Yes/no ($f=8$) and wh- questions ($f=8$) were the names of question types which ranked first and second respectively. It was followed by display questions ($f=7$) and comprehension questions ($f=7$). The question types such as referential questions ($f=5$) and open-ended questions ($f=3$) considered to foster communication in language classrooms were less frequent as compared to the ones previously mentioned.

4.6 Suggested Instructional Strategies for Improving Questioning Skills

In order to answer research question 3: *According to four supervisors and two mentor teachers, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?*, the qualitative data obtained from the interviews with the mentor teachers and supervisors were analyzed. The codes extracted from the interviews are presented in Table 18.

Table 18. Codes in relation to instructional strategies for improving questioning skills

Instructional strategies for improving questioning skills	
Codes	f
Encouraging peer feedback	2
Giving feedback on improving the quality of questions	2
Engaging in tasks on teacher questioning	2
Comparing question types in different transcribed lessons	2
Watching the video recordings of different lessons	2
Raising awareness of different types of questions	1
Reading articles on the weaknesses of teacher questions	1
Creating scenarios for producing questions	1
Keeping up to date with the recent developments around the world	1
Being role model as good questioners	1
Examining the question types at different stages of a lesson	1
Keeping up to date with the recent developments around the world	1
Reflecting on types of questions in classroom observations	1
Encouraging student teachers to cooperate with experienced teachers	1
Encouraging student teachers to write their questions down	1
Total	**20**

While suggesting instructional strategies that could develop pre-service EFL teachers' questioning skills, mentor teachers and supervisors also touched upon the problems concerning the questions posed by pre-service teachers. In this vein, the problems stated by them regarding questioning skills of pre-service teachers and instructional strategies put forward were complementary to each other.

4.6.1 Problems Regarding the Questions Posed by Pre-Service EFL Teachers Based on the Perceptions of Mentor Teachers and Supervisors

The supervisors and mentor teachers indicated problems such as not asking questions for enhancing communication and fostering critical thinking. One supervisor mentioned the absence of open-ended questions that would create conditions for interaction in classrooms. The other supervisor who was also their course instructor maintained that the questions posed by pre-service teachers addressed the lower-order thinking skills in Bloom's taxonomy.

In this regard, one supervisor stated that pre-service EFL teachers tend to stick to lesson plans that they prepared and hurry to cover the planned content. Therefore, as opposed to the situation concerning experienced teachers, they usually do not go beyond the boundaries of lesson plans. However, she also adds that expecting pre-service teachers to foster communication and critical thinking with the help of asking questions might not be reasonable. The following statement points out this issue.

> The purpose of pre-service EFL teachers is not interacting with the students. They aim to finish the activities in a given time. Research findings also indicate this situation since novice teachers tend to focus on lesson plans, materials and course books. However, experienced teachers are better at addressing students' needs. In fact, it might not be realistic to expect them to ask questions that foster communication and critical thinking at initial stages. First, they should be able to ask basic questions based on the levels of thinking in Bloom's taxonomy. Asking open-ended questions might be intimidating even for experienced teachers as they cannot guess responses that will be given. Therefore, they might not control flow of communication. (Supervisor 4, Female)

Moreover, she indicated that some questions posed by pre-service EFL teachers could be meaningless as they do not serve any language teaching purposes. Instead of generally asking questions whose answers are already known by students, she emphasized the importance of asking questions for communicative purposes as well. In this vein, she stated that:

> Sometimes, they pose questions that make no sense. I find them similar to dialogues such as 'what's this? / it's a paper'. The students already know the answer to those questions, so they become unnecessary. In such cases, I ask them to reflect on whether their questions really serve communicative purposes or not. (Supervisor 4, Female)

Another supervisor highlighted the need for asking questions in line with the higher levels of thinking in Bloom's taxonomy. Accordingly, especially in lessons based on improving reading skill, teacher questions should require students to analyze, synthesize and evaluate pieces of information. The following statement illustrates her point of view:

> As far as I observe, pre-service EFL teachers cannot ask enough questions to promote students' thinking in accordance with the levels of analysis, synthesis and evaluation based on Bloom's taxonomy. When they prepare a lesson plan including a reading text, I generally suggest them to add questions appropriate for those levels of thinking. Moreover, I have noticed that if they do not get answers to their questions, they might lose their motivation and tend to skip them. (Supervisor 1, Female)

The other problems were related to insufficient wait time followed by a question, ineffective questions for checking comprehension and being unable to pose questions spontaneously. In addition, it was noted that students' responses were not taken into consideration, which resulted in not asking follow-up questions. These issues were exemplified in the following statements:

> In some cases, pre-service EFL teachers get impatient after asking a question. They expect students to give answers to their questions immediately. In my opinion, tolerating silence in classroom is also a skill that teachers should possess. If they ask a question and nobody answers it, they generally do not wait for a sufficient time. Therefore, it is important for them to pay attention to wait time. (Supervisor 3, Female)

> I noticed that pre-service EFL teachers cannot figure out whether students have really understood a concept or not because they only ask questions such as 'do you understand?', 'is it clear?'. The students just

say 'yes' and they move on the following part. In this regard, they cannot come up with appropriate questions to check their comprehension. (Supervisor 2, Female)

Teachers usually come up with questions spontaneously according to students' needs. Therefore, they are expected to generate questions in line with the students' responses. I observe that they ask the questions they prepared beforehand, but they do not actually listen to the students' responses. Since their plan is to move on the next question, they cannot include an interesting response in the lesson although it necessitates to ask another question. They do not have flexibility in posing questions at that moment. If they depend less on lesson plans, they might take spontaneous decisions. (Supervisor 2, Female)

Apart from these, two mentor teachers referred to inadequate number of teaching practices, hectic schedule of pre-service teachers and unrealistic conditions for teaching practices within the university context. They claimed that these factors might have negative impacts on the improvement of pre-service EFL teachers' questioning skills. Moreover, their choice of complex words while forming questions was considered as a drawback. The following statements point out these issues:

Pre-service EFL teachers have difficulty in simplifying their language and they generally use complex sentences during teaching practices. I told them that they were formulating questions and sentences as if they were teaching at the university level. To give an example, I remember that one of them asked 'how can you construct a sentence?'. I mean they use terminology that is not appropriate for pre-intermediate level. Then, I learned that they had micro-teaching experiences conducted within their courses at the university. Of course, I expect them to challenge the students to some extent but they need to find the balance. Also, the number of teaching practices is not enough, so they are required to carry out more teaching practices. (Mentor Teacher 2, Female, Private High School)

> I think pre-service teachers need to spend practicum time in a more flexible way. They cannot observe language classes as required due to being in a rush. They try not to be late for other courses at the university. Therefore, they might not feel relaxed enough to get benefit from their observations. They should learn teaching by attending lessons in real classrooms. In my opinion, micro-teaching experiences at the university are not effective since they do not provide realistic conditions for teaching. They do not have the opportunity of dealing with students, instead they pretend to teach English to their classmates. (Mentor Teacher 1, Female, Public High School)

As the quotations demonstrate, several problems were mentioned regarding questioning practices of pre-service EFL teachers. In accordance with the focus of this study, inadequate use of questions for enhancing communication was indicated as a problem. This situation was attributed to the absence of open-ended questions that were expected to foster interaction in language classrooms.

4.6.2 Instructional Strategies for Improving Questioning Skills of Pre-Service EFL Teachers Based on the Perceptions of Mentor Teachers and Supervisors

The opinions of two mentor teachers and four supervisors regarding instructional strategies for improving questioning skills of pre-service teachers were investigated. In this vein, they referred to different strategies. Some of the strategies expressed by them overlapped with each other, whereas some others were mentioned once.

With respect to teacher questioning, one of the supervisors indicated that it was a topic which was focused on in an explicit way within the courses related to the practicum. Also, another supervisor maintained that the task given as related to teacher questioning is effective since it raises students' awareness of question and answer exchanges occurring in language classrooms. The statements given below demonstrate this situation:

> As teacher educators, we touch upon teacher questioning since the beginning of the practicum process. In this vein, tasks based on observing questions asked by mentor teachers are assigned to pre-service teachers. Personally, I also try to comment on their questioning skills during our meetings after they carry out their teaching practices. I believe that examining types of teacher questions increases

pedagogical awareness and contributes to pedagogical content knowledge. (Supervisor 1, Female)

I think the tasks that we give are really effective. As teacher educators, we ask pre-service teachers to complete the task regarding teacher questioning that also consists of the related aspect of the issue called wait time. In my opinion, we not only raise awareness of asking a question but also the required waiting time for an answer. (Supervisor 3, Female)

As can be seen in Table 18, the instructional strategies proposed by mentor teachers and supervisors included ones such as *encouraging peer feedback* (*f=2*), *watching the video recordings of different lessons* (*f=2*), *creating scenarios for producing questions* (*f=1*) and en*gaging in tasks on teacher questioning* (*f=2*). The statements presented below indicate these strategies:

I think we can encourage pre-service teachers to conducts micro-teachings through which they give feedback to each other regarding teacher questions. In addition, we can record one perfect and one imperfect lesson and afterwards make them watch these recordings. We can ask their opinions on how to improve the quality of teacher questions. Apart from these, we can create hypothetical teaching situations through which they will be asked to come up with a few questions. For instance, they can be informed that they are required to formulate questions to activate the students' prior knowledge on a topic in a reading lesson. They can also assume that some students have not understood a concept and therefore they are expected to pose appropriate questions to clarify its meaning. (Supervisor 2, Female)

I remember that I showed a video to my students in the previous years. All of the teacher questions were added as subtitles. I asked them to pay attention to the question and answer exchanges. It was interesting that the teacher asked approximately 30 questions within fifteen minutes but only a few of them were answered. In fact, we also need to consider responses through asking questions. (Supervisor 3, Female)

Comparing types of questions in excerpts taken from different lessons (*f=2*) is also suggested as a strategy to enhance the quality of teacher questions. It was indicated

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that teacher questions could differ depending on the stages of a lesson. In addition, it was emphasized that pre-service teachers could reflect on the potential of their questions in terms of fostering communication in language classrooms. The following statements provided examples of the mentioned suggestions:

> They can be asked to transcribe their own lessons or they can take some excerpts from different lessons so that they can identify different types of lessons through working on them. They can focus on lessons based on various language skills and examine the excerpts taken from different stages of lessons. For instance, they might have a look at the questions in warm-up and closure stages of a lesson. (Supervisor 1, Female)

> We can present example lesson plans and the transcriptions of the lessons. We can ask pre-service teachers to examine the dialogues based on question and answer exchanges, so they can reflect on the potential of the questions in terms of fostering communication. Moreover, they can compare the excerpts taken from different lessons to figure out how the questions are in a lesson based on improving critical thinking skills and how they shape students' responses. (Supervisor 4, Female)

The supervisor pointed out the need for self-reflection on the potential of questions in terms of serving communicative purposes. In addition, she indicated the importance of *raising awareness of teacher questions (f=1).* In this vein, she stated that pre-service teachers were required to consider the purposes of their questions. The following statement illustrates her point of view regarding the issue:

> I believe that raising their awareness of teacher questioning is important. They should think about why they ask questions and whether they have any purposes or not. Therefore, reflection is the key word. They should reflect on teacher questions at different stages of lessons that they observe. Also, they can reflect on the questions in their own teachings. (Supervisor 4, Female)

The mentor teacher working at the private high school suggested that *encouraging pre-service teachers to write their questions down (f=1)* could be useful. She linked the efficiency of teacher questioning to having experience. Therefore, she claimed that

they would be able to pose questions more effectively during the lesson thanks to thinking about them in advance and getting feedback on improving their quality. The following statement illustrates her point of view regarding the topic issue:

> I think encouraging them to write their questions down might work. The efficiency of teacher questioning depends on experience, so they can improve this skill after spending some time. If a few good questions come to my mind, I still try to take note of them before starting a lesson. Otherwise, I might forget them at that moment. However, writing is not enough on its own since those questions also need to be revised. (Mentor Teacher 2, Female, Private High School)

Similarly, the mentor teacher working at the public high school came up with the strategies as different from the ones proposed by the supervisors. She did not refer to watching video recordings of lessons, giving feedback or comparing types of questions. Instead, she mentioned *the role of world knowledge* as a key factor in improving questioning skill, which was also in accordance with her definition of teacher questioning. This situation was illustrated by the following remark:

> In my opinion, pre-service EFL teachers should be open to interaction with others and keep up to date with the recent developments around the world to improve their questioning skills. In fact, they are luckier now since they have the opportunity of following many websites, blogs and forums on Internet. In addition, they can be encouraged to consult experienced teachers to ask better questions. (Mentor Teacher 1, Female, Public High School)

Furthermore, it was suggested that pre-service EFL teachers could get benefit from reading articles on the weaknesses of teacher questions. It was considered that they could also raise awareness of the issue through being informed about the problems associated with it. As a result, they were expected to pay attention to the efficiency of their questioning practices to some extent.

CHAPTER 5

DISCUSSION

5.1 Presentation

Within the scope of this chapter, the overall results of the study are summarized. With respect to research questions, the results are also interpreted through referring to previous related studies. Several implications for teacher education regarding the improvement of teacher questioning are also presented. Finally, limitations of the study and suggestions for further research are provided.

5.2 Overall Results of the Study

Two separate classification systems were applied to categorize the questions. One of them including twelve question types was put forward by Thompson (1997). The other one was suggested by Richards and Lockarts (1996). With respect to this classification system, only one question type that is named 'procedural questions' were used. As Table 19 demonstrates, the frequency analysis of the questions in the recorded lessons demonstrated that the most frequently used question type was procedural questions. It was followed by Type 2 (wh-, outside fact) questions. Type 3 (yes/no, personal fact) and Type 6 (wh-, opinion) questions ranked third and fourth respectively.

Table 19. The overall numbers of the types of questions

Question Types	N
Type 1 (yes/no, outside fact)	19
Type 2 (wh-, outside fact)	167
Type 3 (yes/no, personal fact)	69
Type 4 (wh-, personal fact)	4
Type 5 (yes/no, opinion)	27
Type 6 (wh-, opinion)	55
Total	338
Type 7 (yes/no, outside fact)	2
Type 8 (wh-, outside fact)	5
Type 9 (yes/no, personal fact)	27
Type 10 (wh-, personal fact)	21
Type 11 (yes/no, opinion)	4
Type 12 (wh-, opinion)	5
Total	64
Procedural Qs	231

However, the overall numbers of the types of questions indicated that the number of questions posed to communicate with students (N=64) were considerably lower as compared to the percentages of procedural questions (N=231) and display questions (N=338). Namely, the questions posed for display purposes outnumbered the questions asked for managerial purposes. The questions for which the purpose was

communicating with the students were on the third rank. Figure 8 illustrates the number of questions belonging to each question type.
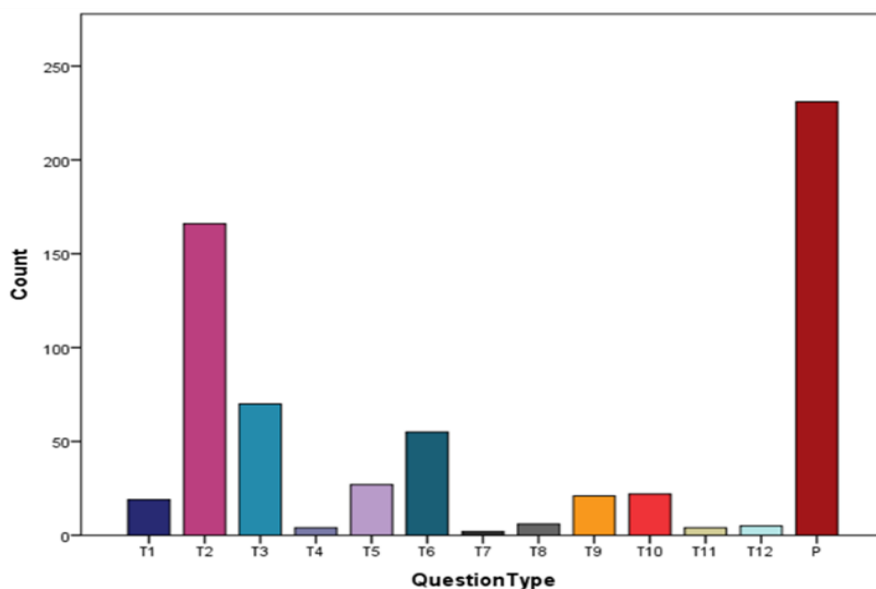
Figure 8. Thirteen Question Types

The analysis resulted in the same number of questions regarding Type 5 (yes/no, opinion) and Type 9 (yes/no, personal fact), Type 8 (wh-, outside fact) and Type 12 (wh-, opinion), Type 4 (wh-, personal fact) and Type 11 (yes/no, opinion) questions. Type 4, Type 8, Type 11 and Type 12 questions were found to be the least frequently used question types. Questions categorized into Type 7 (yes/no, outside fact) ranked last among thirteen question types.

5.3 Discussion in relation to research question 1a (What types of questions according to the dimensions of form (yes/no, wh-), content (outside fact, personal fact and opinion) and purpose (display/communicative) are predominantly used by twelve pre-service EFL teachers?)

The number of questions asked for display purposes exceeded the number of questions asked for communicative purposes. Accordingly, the first six types of questions in the classification system were predominantly used by pre-service EFL teachers. Moreover, Type 2 (wh-, outside fact) questions were the most frequent ones among

them. As regards the other six types of questions included in the framework, they were associated with the referential questions thanks to creating opportunities for communication in language classrooms. Overall, apart from procedural questions, they were considered in two broad categories as either display or referential questions.

In this vein, the findings were consistent with what Shoomossi (2004) obtained in his study. Investigating three EFL teachers' questions at two different universities, he concluded that display questions were in majority. Through attending lessons of twenty teachers at six different secondary schools, David (2007) also indicated that more than half of the teacher questions were display questions, whereas referential questions were far fewer in number. In addition, as a result of observing five sessions of a language teacher teaching pre-intermediate students, Farahian and Rezaee (2012) found that display and yes/no questions outnumbered referential questions.

In another study, display questions were observed not only at the beginning of the lesson but also during the other stages as opposed to the referential questions (Noor et al.,2012). Furthermore, the findings of the study by Hamiloglu and Temiz (2012) revealed that display questions were more prevalent as compared to referential questions thanks to focusing on the observations of student teachers at their practicum schools. Considering the impact of different question types on classroom interaction, Qashoa (2013) examined the types of questions posed by three teachers working at public secondary schools. Similarly, it was found that referential questions were asked less frequently than display questions. Also, in line with the findings of the present study, wh- questions were used to a great extent in all sessions.

However, a few studies yielded contradictory results regarding the prevalence of display questions in language classrooms. To begin with, Brock (1986) reached the conclusion that referential questions were used more frequently by the teachers who were exposed to training based on the integration of referential questions into classroom instruction. Therefore, he also found that untrained teachers posed noticeably fewer referential questions. The results of the study conducted by Nhlapo (1998) also demonstrated that referential questions outnumbered display questions within three lessons, however, they did not differ significantly from each other. What

is more, in contrast with the findings of many studies, Yang (2006) drew the conclusion that display questions occupied a smaller portion of teacher questions as compared to referential questions.

5.4 Discussion in relation to research question 1b (To what extent do twelve pre-service EFL teachers use procedural questions?)

The results showed that procedural questions ranked second in terms of the frequency of use. Being one of the components of the classification system put forward by Richards and Lockarts (1996), 'procedural' questions are accompanied by 'convergent' and 'divergent' questions. Procedural questions are related to classroom procedures, routines and classroom management rather than the content of learning context. Checking the assignments, ensuring the clarity of instructions and the readiness of students for an upcoming task are considered among the functions that they serve.

Display questions could be regarded within the category of convergent questions since they usually require students to come up with short answers based on the retrieval of information. On the other hand, referential questions could be considered within the category of divergent questions through enabling students to generate their own ideas and produce longer responses. In this vein, pre-service EFL teachers posed many procedural questions, which even exceeded the number of referential questions to a considerable extent. This finding was in alignment with the findings of the study implemented by Olmezer-Ozturk (2016). Through examining the types of questions by an instructor teaching at a preparatory class of a state university, she also found out that procedural questions preceded divergent questions. Similarly, procedural questions were used much more frequently than divergent questions. Moreover, convergent questions, also including display questions, were posed more than four times the number of procedural questions. These findings were in consistent with the findings of some studies (Bartek, 2002; Myrick& Yonge, 2002), which indicates that

teachers usually ask procedural questions and questions based on retrieving information given in a text.

It was observed that pre-service EFL teachers usually preferred to ask procedural questions (e.g. Did you understand? Is it clear? etc.) to check the students' comprehension. This might be due to the fact that they were not able to use concept check questions effectively. Instead of asking 'did you understand?' that can be simply answered 'yes', concept check questions enable teachers to figure out whether students have understood the newly presented material. They also used procedural questions to be informed about the students' progress with respect to various tasks (e.g. Have you finished? Do you need more time?). Asking for volunteers regarding the activities also led them to use procedural questions (e.g. Do you want to write it on the board? Who wants to answer the second question?).

Apart from these, they tended to come up with procedural questions to set conditions for classroom activities (e.g. Did everyone get a copy of the handout? Is there any extra?). In some cases, they served as gap-fillers since pre-service teachers tended to pose such kind of questions to deal with silence in the classroom (e.g. No answer? Come on, only one person?). Furthermore, almost all of them started the lesson with the help of the question 'how are you today?' since it was a commonly adopted strategy as a result of preparing lesson plans and having microteaching experiences in the department.

With respect to the interviews, Figure 9 below illustrates the codes with the highest frequencies. In this vein, the codes concerning the second and third research questions are presented. As regards to the definition of teacher questioning, the participants mostly defined it as *a means of checking comprehension*, *making introduction to a topic*, *a means of providing active participation* and *guiding student learning*. Regarding the types of questions used by EFL teachers, the participants mainly mentioned the names of *yes-no questions*, *wh- questions*, *display questions* and *comprehension questions*. In addition, the supervisors and mentor teachers mostly referred to the instructional strategies such as *encouraging peer feedback*, *giving feedback on improving the quality of questions*, *engaging in tasks on teacher*

questioning and *comparing question types in different transcribed lessons* for improving questioning skills of pre-service EFL teachers.

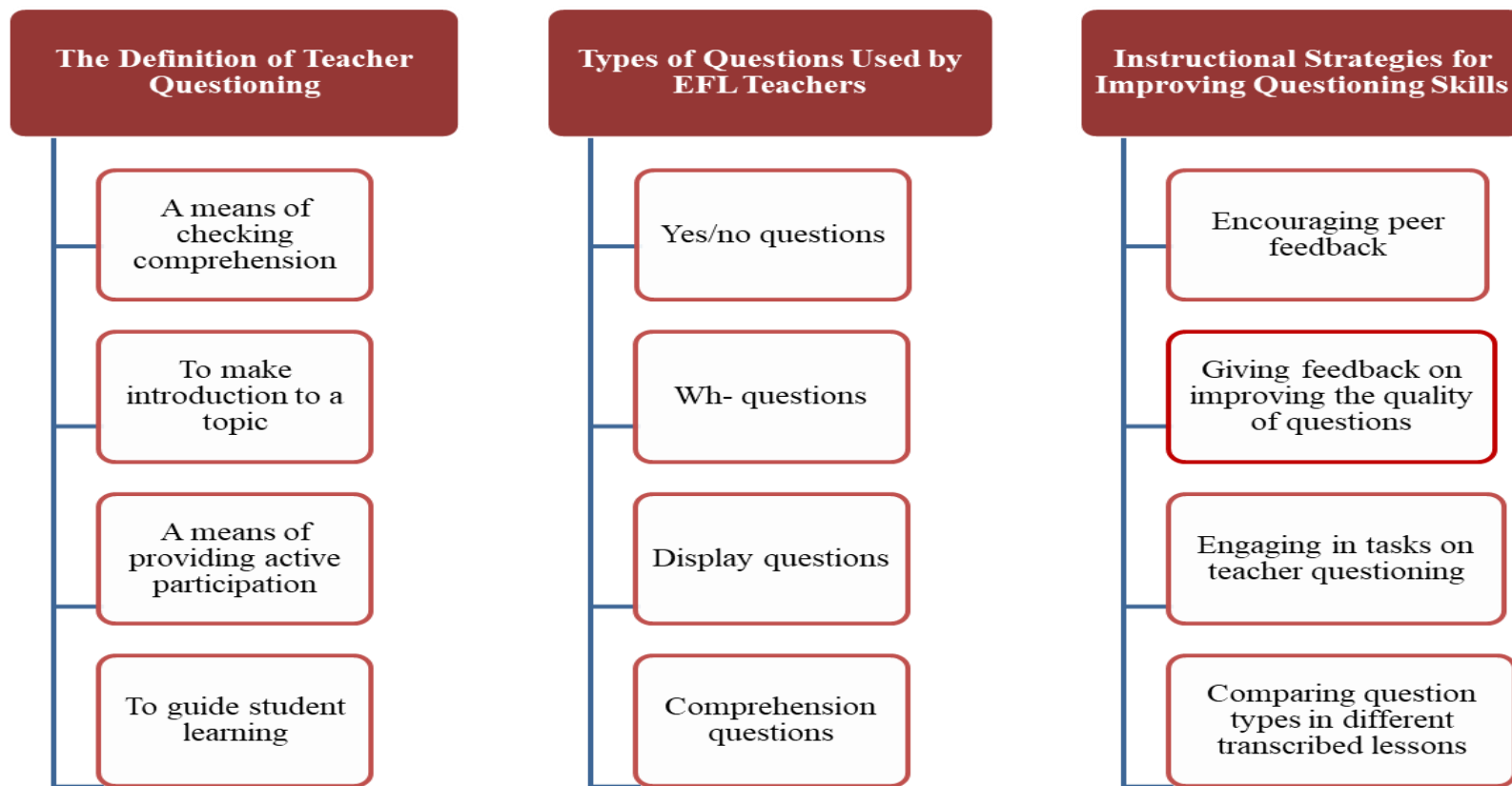| The Definition of Teacher Questioning	Types of Questions Used by EFL Teachers	Instructional Strategies for Improving Questioning Skills
A means of checking comprehension	Yes/no questions	Encouraging peer feedback
To make introduction to a topic	Wh- questions	Giving feedback on improving the quality of questions
A means of providing active participation	Display questions	Engaging in tasks on teacher questioning
To guide student learning	Comprehension questions	Comparing question types in different transcribed lessons

Figure 9. Main codes emerged from the interviews

5.5 Discussion in relation to research question 2a (Based on the perceptions of twelve EFL pre-service teachers, four supervisors and two mentor teachers, what does 'teacher questioning' mean in EFL classrooms?)

All of the participants touched upon more than one aspect of teacher questioning while providing a definition of it. However, it is important to note that they defined the meaning of teacher questioning depending on its purposes. In this vein, it might be deduced that the purposes behind the questions influence how they perceive teacher questioning and their questioning practices. Therefore, as Tuan and Nhu (2010) suggests, types of teacher questions could arise as a result of different purposes.

Teacher questioning was defined as *a means of checking comprehension* to a considerable extent. This finding might be related to the argument of Chaudron (1998) since he states that comprehension checks usually take place in EFL classrooms. With respect to teacher questioning, *making introduction to a topic* was another outstanding aspect of the issue. This might be attributed to the predominance of questions at the initial stages of lesson plans prepared by pre-service teachers. It was also perceived *as means of providing active participation* in classrooms. Furthermore, *guiding student learning* with the help of questions was highlighted. Accordingly, they indicated that teacher questions enabled students to grasp the content of lessons through helping them to find the correct answers.

As can be seen in figure 9, the definition of teacher questioning as *a means of interaction* was not included in the most prominent codes. Namely, the dimension of teacher questioning linked to communicating with students was not emphasized as much as checking comprehension. It might be dependent on association between the functions of teacher questions and the level of student understanding. It can be deduced that most of the participants were not aware of the potential role of teacher questions in enhancing interaction in language classrooms.

5.6 Discussion in relation to research question 2b (Based on the perceptions of twelve EFL pre-service teachers, four supervisors and two mentor teachers, what types of questions are used in EFL classrooms?)

The participants who were asked to list the names of types of questions used by EFL teachers mainly mentioned *yes/no questions*. Thompson (1997) states that yes/no questions can facilitate checking students' comprehension. In addition, they uttered the name of *comprehension questions*. In this regard, yes/no questions and comprehension questions might be complementary to each other since they could serve similar purposes. Apart from these, they also referred to *wh- questions*.

Although they directly indicated their names as types of questions, most of them had difficulty in recalling the name of *display questions*. Instead, they attempted to describe the features of that type of questions. In this regard, it was stated that they were questions whose answers were already known by teachers and even by students in some cases. In line with the situation concerning display questions, the participants also implied *referential questions* as a question type without telling its name exactly.

However, they explicitly touched upon the category of *comprehension questions*. This situation might be due to the fact that they were familiar with comprehension questions thanks to the activities presented in course books. As compared to those question types, referential questions and open-ended questions were less frequently mentioned. Therefore, familiarity with different types of questions either through being exposed to them in various sources or using them during their teaching practices might be determinant.

5.7 Discussion in relation to research question 3 (According to four supervisors and two mentor teachers, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?)

The supervisors and mentor teachers suggested various instructional strategies that could be used to train pre-service EFL teachers in questioning skills. Some of them were either the same or complementary to each other. While the supervisors mostly

handled the issue in terms of practicality within teaching and learning contexts, the mentor teachers also associated it with other factors such as keeping up to date with the recent developments around the world and cooperating with experienced teachers. In this vein, different perspectives were obtained.

One of the prominent instructional strategy put forward by them was regarding feedback. It was indicated that pre-service teachers might comment on each other's questioning practices and make suggestions to improve them. It was also stated that instructors could give regular feedback on improving the quality of their questions through watching the video recordings of lessons and examining lessons plans. Additionally, watching the video recordings of different lessons was found useful for improving questioning skills since it provides pre-service teachers with different types of questions taking place in language classrooms. In accordance with this opinion, comparing question types in different transcribed lessons was put forward as a strategy. This suggestion was in alignment with the argument of Yang (2010). He maintains that examining lesson transcriptions can improve teachers' questioning since it enables teacher trainees to raise their awareness of types of questions. He further adds that the number of yes/no questions posed by them might decrease, which leads to creating more opportunities for the development of students' language skills.

Moreover, the importance of engaging pre-service teachers in tasks on teacher questioning was highlighted. Supervisors mentioned that there was a task within the course given as related to practicum. In this regard, it was indicated that they were required to observe questioning practices of their mentor teachers through considering interaction patterns, wait time, student responses etc. However, the necessity of raising awareness of the types of questions was specifically emphasized by one of the supervisors.

Sahin (2013) maintains that teacher education programs do not touch on the topic 'teacher questioning' as a concept. Therefore, he notes that the scope of education programs should be enriched through including this topic for teacher professional development. In line with his point of view, lack of awareness of types of teacher questions might be attributed to this situation. Although instructional strategies have

not been investigated with respect to the improvement of questioning skills, some suggestions of the researchers depending on the findings of related studies imply such kind of strategies.

5.8 Implications for Teacher Education and Practice

Considering the use of different types of questions by pre-service EFL teachers, several implications can be drawn from this study. The findings demonstrated that the questions posed for communicative purposes were considerably fewer as compared to the questions asked for display and managerial purposes. In this vein, the questions were not found effective in fostering communication.

To start with, based on these findings, it can be deduced that training pre-service EFL teachers to improve their questioning skills is required. As stated by the supervisors and mentor teachers, various problems regarding their questioning practices exist. Ineffective questions for checking students' comprehension, being unable to pose questions spontaneously, ignoring the responses given to the questions and using complex words while forming questions were listed among these problems. However, questioning skill is often neglected within the scope of teacher education programs. Therefore, especially teacher educators should put emphasis on this issue.

What is more, the absence of open-ended questions that would create conditions for interaction in classrooms was emphasized. In line with this situation, participants predominantly defined teacher questioning as a means of checking comprehension and making introduction to a topic, irrespective of communicating with students. For this reason, it can be inferred that the impact of particular question types on enhancing interaction is disregarded.

In addition, raising awareness of different types of questions is necessary since it plays an important role in foreign language teaching. Most of the participants, also including the supervisors and mentor teachers, had difficulty in remembering the names of different types of questions. Therefore, being informed about taxonomies which are also known as classification systems could enable teachers to vary their question types. Moreover, they could pay more attention to choose types of questions in accordance

with different language skills and topics. Apart from these, they might pose high quality questions which serve the improvement of critical thinking skills in students.

In the present study, two different classification systems were utilized to categorize the questions asked by pre-service EFL teachers. The rationale behind this preference was the presence of some questions that did not fit into any categories belonging to one classification system. With respect to the use of classification systems, the findings of this study also imply that taxonomies might not be comprehensive enough to categorize all types of questions used by teachers. Hence, teachers could get benefit from more than one taxonomy while formulating their questions through focusing on criteria such as cognitive level of questions, the length of responses, their communicative potential etc. Furthermore, researchers might be in search of new taxonomies that would meet teachers' expectations in terms of classifying questions. In this regard, taxonomies should be designed through considering different purposes and functions of teachers' questioning practices.

Furthermore, it is implied that there is need for pre-service EFL teachers to reflect on their questioning skills. To this end, video recordings of teaching sessions could enable them to think about the strengths and weaknesses of their questions. However, feedback as related to the use of questions should also be provided to them. In addition, as suggested by supervisors, creating scenarios for producing questions, presenting tasks regarding teacher questioning, examining question types in different transcribed lessons might attract their attention to the issue. Otherwise, it might be difficult for them to focus on questioning as a separate skill since they tend to evaluate themselves in general terms.

All in all, this study highlighted the relation between using different types of questions and creating opportunities for communication in language classrooms. It shed light on the questioning practices of pre-service EFL teachers during their teaching sessions at practicum schools. Consequently, it might give insights into the weaknesses of types of questions posed by teacher candidates, which could raise awareness of supervisors and mentor teachers concerning the issue. Moreover, the suggested instructional

strategies for improving questioning skills could encourage teacher educators to elaborate more on the possible solutions to encountered problems.

CHAPTER 6

CONCLUSION

6.1 Summary of the Study

This study aimed to find out the types of questions predominantly used by pre-service EFL teachers studying at a state university in Turkey during their teaching practices within the scope of practicum. In addition, perceptions of pre-service EFL teachers, their supervisors and mentor teachers regarding teacher questioning and types of teacher questions used for language teaching were investigated. The viewpoints of supervisors and mentor teachers with respect to the use of possible instructional strategies to improve English language teacher candidates' questioning skills were also explored.

The present study was designed as a qualitative case study. Yin (2009) defines case study as "an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 28). In this vein, classroom observations and semi-structured interviews took place to gain deeper understanding of the issue since the participants' practices, experiences and viewpoints were considered valuable. Yin (2009) puts forward a specific type of case study that is known as explanatory case study. Explanatory case studies allow researchers to conduct causal investigations, in other words, they seek answers to why and how some events came about. In this study, the case of a course offered to senior students within a foreign language teacher education program in Turkey was investigated.

Twelve pre-service EFL teachers, four supervisors and two mentor teachers took part in the study. The participants consisting of teacher candidates were chosen based on convenience sampling procedure. They were enrolled in a course named 'Practice Teaching' assisted by the researcher at the mentioned department. As a requirement

for this course, teacher candidates are assigned to teach three sessions at practicum schools per semester. Accordingly, the final teaching practices of twelve pre-service EFL teachers were observed to detect the types of questions asked by them. The researcher attempted to figure out how pre-service EFL teachers use different type of questions during their teaching practices with the help of classroom observations. Furthermore, she aimed to interpret the findings based on the classroom observations through semi-structured interviews.

To this end, the video recordings of lessons took place in two different settings including a public high school and a private high school. In addition, interviews with three groups of participants were conducted. The mentor teachers were interviewed at practicum schools. The analysis of types of questions was carried out using two different classification systems suggested by Thompson (1997) and Richards& Lockarts (1996). As regards to the classification system by Richards and Lockarts (1996), only the category named 'procedural questions' was used. Procedural questions are associated with classroom procedures, routines and classroom management rather than the content of learning context.

Moreover, concerning the classification system by Thompson (1997), twelve question types based on the dimensions of form, content and purpose were included. In line with this classification, form is associated with the type of a question, which is accepted either a yes/no or a wh- question. The content of a question deals with whether outside facts, personal facts or opinions are asked by means of it. The pieces of information included in the text or a teaching context is mostly relevant to outside facts. However, this category is not only refined to facts within the classroom since it also encompasses facts concerning the world. In addition, personal facts are linked to the experiences and views of learners.

Being the third dimension, purpose is related to the intent of a teacher while asking a question. If teachers ask questions whose answers are already known by themselves, the aim is to enable the learners to display their knowledge and use English accurately. However, the questions addressed to learners to be informed about something relate to the aim of communication (Thompson, 1997).

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The first six types of questions (Type 1- Type 6) are asked for display purposes. On the other hand, the other six ones (Type 7- Type 12) are asked for communicative purposes. The questions also differ in their form and content. Type 1, 2, 7 and 8 are categorized into the questions regarding outside facts. Type 4, 9 and 10 refer to the questions as related to personal facts. Lastly, type 5, 6, 11 and 12 denote the questions asking for opinions.

With respect to the analysis of qualitative data obtained from the interviews, structural coding (Saldaña, 2009) was applied. Structural coding is defined as a question-based code that "acts as a labeling and indexing device, allowing researchers to quickly access data likely to be relevant to a particular analysis from a larger data set" (Namey et al., 2008, p.141). Saldaña (2009) notes that the application of structural coding is impelled by a specific research question and topic. Two research questions in this study were based on the participants' perceptions regarding the definition of teacher questioning, types of questions used by EFL teachers and instructional strategies for improving questioning skills respectively. Hence, the researcher considered these major three thematic categories during the coding process. Structural codes were linked to the responses given to specific interview questions to analyze the data. In this vein, the researcher examined the responses to the questions concerning the definition of teacher questioning, types of questions used by EFL teachers and instructional strategies for improving questioning skills.

The frequency analysis of the questions in the recorded lessons demonstrated that the most frequently used question type was procedural questions. It was followed by Type 2 (wh-, outside fact) questions. Type 3 (yes/no, personal fact) and Type 6 (wh-, opinion) questions ranked third and fourth respectively. The results also demonstrated that the types of questions posed to communicate with student were the least frequently asked questions (N=64). However, display questions (N=338), which outnumbered procedural questions (N=231) asked for managerial purposes, ranked first.

With respect to the codes emerged from the interviews, teacher questioning was largely defined as a means of checking comprehension, making introduction to a topic, a means of providing active participation and guiding student learning. In terms of the

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types of questions used in EFL classrooms, the participants mostly mentioned yes/no questions, wh-questions, display questions and comprehension questions. Furthermore, the mentor teachers and supervisors suggested instructional strategies for improving questioning skills such as encouraging peer feedback, giving feedback on improving the quality of questions, watching the video recordings of lessons, engaging in tasks on teacher questions and comparing question types in different transcribed lessons.

In conclusion, this study emphasized the relation between using different types of questions and creating opportunities for communication in language classrooms. The questioning practices of pre-service EFL teachers during their teaching sessions at practicum schools. In this vein, the suggested instructional strategies for improving questioning skills could encourage teacher educators to produce solutions depending on the weaknesses in pre-service EFL teachers' questioning practices.

6.2 Limitations of the Study

There were a few limitations regarding the present study. Firstly, a larger number of participants could have been included, especially more supervisors and mentor teachers could have contributed to the study through expressing opinions on the issue. Secondly, only one teaching session of each pre-service EFL teacher at practicum schools was observed. These sessions lasted approximately 40 minutes and observations took place for a month. Thirdly, the proficiency levels of the students in the observed classes were disregarded. Since there were two settings including a public high school and a private high school, student profiles were different. Lastly, the questions that pre-service EFL teachers used in one-to-one interactions taking place between a teacher and student were not taken into consideration. In this regard, only the questions that were posed during whole-class interactions were counted.

6.3 Suggestions for Further Research

In the light of the implications and limitations of the study, some suggestions for further research are provided. To begin with, longitudinal studies to observe the question types in all teaching practices of pre-service EFL teachers within a year might be conducted. In this vein, researchers can keep track of their progress with respect to

questioning skills. Types of questions in different skill-based lessons can be examined since question types tend to change in accordance with four language skills.

Moreover, the impact of different types of questions on fostering communication can also be investigated in ESL contexts. Then, the potential role of teacher questions in terms of enhancing communication in EFL and EFL contexts might be compared.

Instead of just focusing on questions posed during whole-class interactions, question types in one-to-one interactions taking place between a teacher and student might also be considered. Furthermore, researchers might investigate whether the types of questions used by pre-service teacher vary in different teaching levels. Apart from these, considering the classification system utilized in this study, the types of questions asked for communicative purposes might be compared through examining the length of student responses. Additionally, the use of question types by teachers depending on years of experience might be compared to figure out whether it influences the improvement of questioning skills or not.

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APPENDICES

APPENDIX A: INTERVIEW QUESTIONS

Supervisors

1. According to your definition, what is 'teacher questioning'? (What are basic components of it? How does it occur? etc.)

2. In your opinion, how does teacher questioning affect student learning? What kind of a connection could you make between the two of them?

3. Commenting on your own teaching practices, how is the impact of learner profile (age, proficiency level, number of students) on the type of questions that you would generate? Could you give specific examples by referring to your experiences?

4. How do the content and language skills in a lesson shape types of questions that you would ask? If variety occurs depending on the content and language skills focused, what might be possible reasons leading to this situation?

5. Have you ever touched upon the issue of types of teacher questions in your sessions with student teachers? If so, has it been brought up depending on deficiencies of some students in formulating questions, due to a task as a course requirement or randomly?

6. According to your viewpoint, how could teacher questions contribute to the students' language development? What do you think about the potential of your classroom questions in terms serving this purpose?

7. In your opinion, should the lesson plan formats include a section where the students are required to indicate questions to be asked in their teaching practices? What might be possible benefits of seeing the questions that they have prepared before their teaching practices?

8. While observing the teaching practices of student teachers, how do you approach the questions asked by them? For instance, do you prefer to take notes of them? Which aspects do you generally focus on? (e.g. types of questions, grammatical correctness, word choice, appropriateness etc.)

9. As a teacher educator, in which cases and how do you comment on classroom questions of student teachers? Which factors do you take into consideration to provide feedback (written/oral) regarding their questioning practice?

10. In your opinion, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?

Mentor Teachers

1. According to your definition, what is 'teacher questioning'? (What are basic components of it? How does it occur? etc.)

2. In your opinion, does teacher questioning affect student learning? How can you make a connection between the two of them?

3. Commenting on your own teaching practices, how is the impact of learner profile (age, proficiency level, number of students) on the type of questions that you would generate? Could you give specific examples by referring to your experiences?

4. Which types of questions used by English language teachers are familiar to you? Could you give some examples?

5. How do the content and language skills in a lesson shape type of questions that you would ask? If variety occurs depending on the content and language skills focused, what might be possible reasons leading to this situation?

6. According to your viewpoint, how could teacher questions contribute to the students' language development? What do you think about the potential of your classroom questions in terms serving this purpose?

7. In your opinion, what might be possible advantages of seeing the questions that would be asked in the teaching practices of student teachers beforehand?

8. According to your viewpoint, how could teacher questions contribute to the students' language development? What do you think about the potential of your classroom questions in terms serving this purpose?

9. While observing teaching practices of student teachers, which features of the questions that are posed to the students draw your attention most? Could give (a) specific examples that you remember based on your observations?

10. What factors lead you to give either written or oral feedback to student teachers regarding their use of questions in their teaching practices? Which aspects do you generally focus on? (e.g. types of questions, grammatical correctness, word choice, appropriateness etc.)

11. In your opinion, which instructional strategies should be used to train pre-service EFL teachers in questioning skills?

Pre-Service EFL Teachers

1. According to your definition, what is 'teacher questioning'? (What are basic components of it? How does it occur? etc.)

2. According to your viewpoint, how does teacher questioning affect student learning? What kind of a connection could you make between the two of them?

3. Which types of questions used by English language teachers are familiar to you? Could you give examples as related to types of questions that you have heard before?

4. In your opinion, how could teacher questions contribute to the students' language development? What do you think about the potential of your classroom questions in terms serving this purpose?

5. Commenting on your own teaching practices, how is the impact of learner profile (age, proficiency level, number of students) on the type of questions that you would generate? Could you give specific examples by referring to your experiences?

6. How do the content and language skills in a lesson shape types of questions that you would ask? If variety occurs depending on the content and language skills focused, what might be possible reasons leading to this situation?

7. Are questions that you plan to ask in your teaching indicated in your lesson plans before your practice? If this is the case, does your course instructor / mentor teacher ask you to do so, or is it your preference?

8. Before your teaching practices, do you write your questions down or prefer to keep them in your mind? If there any specific reasons leading you to choose one option over the other, could you mention them? What is the rationale behind your preference?

9. Which purposes lie behind your classroom questions? To what extent, do you decide on what to ask to the students depending on these purposes? (e.g. checking comprehension, requesting clarification, recalling information, stimulating higher order thinking etc.)

10. Reflecting on your questioning experiences so far, to what extent have you been able to achieve your purposes for asking questions? If you have encountered any constraints that might influence those purposes of your questions, could you please explain them?

11. While watching videotapes after your teaching practices, which characteristics of the parts including teacher questions has attracted your attention most?

   - After carrying out your teaching practice, which characteristics of your classroom questions have you reflected on most? What specifically makes you think about them?

12. If you assess your teaching in terms of the questions that you have posed to the students in class, which features can you indicate as possible strengths and weaknesses of your questioning practice?

13. Do your course instructor/mentor teacher comment on the questions in your teaching after your practice? If this is the case, what factors they consider while providing feedback regarding your questioning practice?

CLASSIFICATION OF QUESTIONS

Transcription 1

Topic: Festivals

9th grade

T: Ok, now… **How are you?**   **P**

C: Fine thanks, and you?

T: I'm fine too. **Can you see the pictures on the board?**   **P**

C: Yes.

T: Ok, **what these about, what these pictures are about?**   **T2**

T: Yes, Melis

S1: It's about some festivals and concerts.

T: Ok, some festivals, right... **Any other idea?**   **P**

T: Yes Boran

S2: It can be about traditions.

T: Traditions, yeah maybe. Ok, as you predict today we're dealing with some festivals but we are more concentrate on Garma Festival. **Have you heard about this before?**   **T3**

I think that it's a very interesting festival around the world. First, I want to hear from you what do you know about these festivals. **Some of their names, do you know? T3**

T: Yes Tuna.

S3: Adana Film Festival.

T: Yes, we have known Adana Film Festival. Ok, **when is it held? Do you know? T2- T3**

S3: No.

T: No.. It's generally on September. Ok.. **Any other ideas?**   **P**   Yes Melisa

S1: Coachella, I think it is on April, I don't know its date.

T: Yeah, it's on April. Ok... We know Adana Film Festival and Cochella (writes their names on the board).

T: **Do you know this festival in Spain?**   **T3**   Yes

S4: La Tomatina.

T: La Tomatina, hıhı.. **What does it include, involves? What kind of activities? T2- T2**

S4: It's like a war with tomatoes.

T: Hıhı (nodding). Ok, **Any other ideas? P**

   No answer

T: Ok, **What do you want to know today about these festivals? T6**

T: Eser?

S5: What is Garma?

T: Garma is a festival. It's held in Australia, ok? When we read the text and watch the video, we can learn together a little bit more, ok?

T: So we want to know "What is the Garma Festival?" (writing it on the board)

T: Ok, **you want to know...?   T6**

T: Yes.

S6: I want to know more about La Tomatina. I don't know how to pronounce.

T: **This one?   P** (showing the picture on the board)

S6: Yeah.

T: Ok (writing it on the board).

T: **Don't you want to know where these festivals are held?, or when are they held?   T3**

No answer

T: The time and the place of festivals, maybe.. (writing it on the board)

T: And then, we'll fill this column at the end of the lesson (showing it on the board) and see what we have learned today.

T: Ok then, we'll watch a video and see what Garma festival is, ok? I want you to watch this video and think about how do you feel. For example, you can imagine what you're doing during the festivals.. **Are you dancing or playing some traditional instruments, or just sitting somewhere? T3** Maybe, are you curious about…

T: Ok, let's start (playing the video)

T: (after watching the video) **How do you feel?   T6**

T: Yes, Boran

S2: I think that it's interesting I think it will be fun.

T: **Any other ideas?   P**   Yes, Yakup

S7: I want to join the festival. I will probably be talking with the people, communicate with them, learn about their life.

T: Thank you. **Any other ideas? Anyone who think that it will be so anxious to be in this place? Or other feelings? P- T6- T5**

 no answer

T: Ok, now we'll go over some of the vocabulary items in the text. Some words are bold here. You'll match the words with the definitions and then we'll check together, ok? (distributing handouts)

T: **Did everyone get a copy of the handout?   P**   Ok, you have four minutes to complete the activity and then we can check together.

Transcription 2

Topic: Famous Sports Figures

10th grade

T: **How are you today?** **P**

C: Fine, thanks and you?

  Laughter

T: Thanks, I'm fine. My name is Hayriye, you already know me. I am an intern teacher and we'll be together for this lesson but first I want to show some pictures. **I wonder whether you know them or not, ok? P**

C: Ok...

T: This is the first one (showing a picture) **Do you know him? T3**

S: Felix Baum...

T: Yes, yes thank you. This guy is Felix Baumgartner. He's a famous skydiver but he did something really different. **You know what's sky diving? T3**

C: Yes.

T: People jump from airplane (moving her hand) but this guy jumped from space to the earth, ok... He set a world record and it's the top of sky diving ok....

T: **Who's this little pretty girl T2** (shows the second picture)

S: Ayşe Begüm Onbaşı

T: Yes, so **what's she doing? T2**

S1: She is dancing

S2: Gymnastics

S3: Aerobics

T: Yes, she's a aerobics champion! She won a gold medal, right? She's very successful and she has been doing aerobic gymnastics since she' seven years old, right? Although she faced many difficulties, she didn't give up and she won a golden medal.

T: And, lastly me, this is me...(shows a picture of herself) I've been doing snowboarding, I like that. I started snowboarding in my high school years at your ages which means I've been doing this for eight years. I don't have any medal or I didn't won something like that but I like it. First, I didn't know how to stop. I always falling down and I stopped by crushing somebody or something but I didn't give up and I learnt how to stop.

T: Ok, now it's your turn. **What kind of sports do you like or your challenges? T6- T4** I know some of you are playing basketball right... **Who wanna answer? P** Swimming, tennis, bungee jumping... Yes, Onur!

S: (silence)

T: It's simple just... Yes (waiting for an answer), **how long have you been playing basketball? T10**

S: Nine years.

T: Nine years, that's great! **What kind of difficulties you face with? T10**

S:

T: Ok, that's great! **Anyone else? Any kind of sports? P-T3**

S: Tennis

T: Tennis, so **you like it? T5**

S: Yes and I've been playing tennis for six or seven years.

T: That's great and **were they any difficulties at first? T7**

S: Yeah, at first ... you can't hit the racket and you can't control the ball.

T: Right, so **how you fixed this situation? T10**

S: I practiced.

T: **Practicing? P**

S: Yeah

T: Right, that's great. Now, you'll pick some words, maybe you know them (showing a reading passage on the smartboard). First one is challenge (she writes the word on the board). **Do you know what it means? T3**

no answer

T: It describes a competitive situation, right? A competitive, difficult situation. You can use challenge for that. And the other one is tough. **Do you know tough? T3**

S4: Yes

T: **What's it?   T2**   Harun

S: It means hard.

T: Yes, something not simple, right? Attempt (writing it on the board) **What's this? T2** It's to make effort to achieve something

S: Try

T: Right, it's try. The other one is determination (writes it on the board) What's this? It's we ummm... can say purpose to achieve or complete something

T: And... **What's this? T2** (points to the verb 'give up')

S: Vazgeçmek

T: Yes, try to say it in English.

Silence

T: It's to stop doing, right and it's admit to defeat, not trying anymore. The last one is 'outstanding', it's exceptionally good, something wonderful.

T: Ok, now let's look at 2A (shows the exercise in the coursebook) and read it. Then, we'll answer together.

A few minutes later

T: **Are you done?   P**   Let's do it together ok. **What's very difficult? Which one? T2- T2** (she asks students to match the words/phrases with their definitions)

S: Tough

T: Yes, thank you, and **the second one 'tried'?   T2**

S: Attempted

T: **'Stop doing something'? T2**

C: 'Give up'

T: Great! 'Something test your skills'... Challange... **'Excellent'? T2**

C: Outstanding

T: And **'desire to continue doing something'? T2**

C: Determination

T: (nods her head)

T: Now, we'll watch a DVD. In this DVD- as you read- the woman called Christian make a water ski challenge, right? <mark>She do this to donate some money to African people, right? P</mark>

S: To a charity.

T: Yes, to charity. You see that her experiences and challenges and we'll watch them but before please read the summaries, ok. After you watch it, we'll try to find the correct summary, ok?

The students watch the DVD

T: <mark>Did you like it? T5</mark>

C: Yeah

T: It's inspring, right? So, <mark>what's the correct summary? T2</mark>

S: Three

T: Yes, she fall down too many times but she made it, right? Now, we'll watch this again but this time please read the statements, ok? Then, we'll order them according to DVD, ok? <mark>Is it clear? P</mark>

C: Yes

A few minutes later

T: Ok guys, <mark>are you ready? P</mark>

C: Yes

A fews minutes later?

T: <mark>Could you catch that? P</mark> (refers to the DVD) <mark>What was the first thing that happens? T2</mark>

S: f

T: Right, this is the first one <mark>and the second one? T2</mark>

C: 'g'

T: Yes, now she's talking about her fallings, right? <mark>And the third one? T2</mark>

C: 'c'

T: Yes, 'after several falls'. <mark>And the other one? T2</mark>

C: 'b'

T: Thank you, <mark>and the fifth one? T2</mark>

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C: 'a'

T: **Are you sure? P** (waits for a while) Sorry, I thought you are saying "e". Ok this is fifth one. **And the other one? T2**

C: 'd'

T: **And the last one? T2**

C: 'e'

T: Ok, now we have another listening. We'll make this listening and we'll answer these questions. **After we are done with this listening, we'll play a game which covers everything that we learned in this lesson, ok? P**

C: Yeay

T: Look at the questions and we'll listen these. I'll start the listening.

A few minutes later

T: Ok, guys in pairs discuss the questions, ok? Ask each other and answer the questions.

After a while

T: I think everybody is done as I see. Now, **could you catch the phrases in the video? P**

no answer

T: **Could you catch these ones? P Could you do that P** (refers to the exercise) **or we should listen again? P**

S: I think we should listen again

T: Ok, then look at these phrases again and try to catch up in the listening, ok? I'll start it again. **Are you looking at this one? P** (refers to the phrases) Please look at this, try to catch up.

After the listening

T: Ok, **could you hear 'I found it easy'? P**

C: Yes

T: Yes, that's a tick and it was the .... ? (asks whether they heard it)

C: Yes

T: 'It was the practical stuff I had trouble with' (puts a tick) she said. **The third one? T2**

C: Yes

T: (puts a tick again) and ==**'at first, I couldn't ....but then I started to'?**== ==**T2**==

C: Yes

T==: **And this one? T3**== (points to the next phrase)

C: No.

T: And this one ==**'I got frustrated'? T3**==

C: Yes

T==: **I'm so glad......'? T3**==

C: Yes

T: ==**'It was really difficult....'? T3**==

C: Yes

T: And lastly ==**'it was quite an achievement'? T3**==

C: Yes

T: Ok (puts a tick). Now, I want to play a game with you but if our time enough. In this game, you'll divide into three groups, ok? And you'll select a number from these ones (showing the number cards on her hand). There are numbers from one to thirteen and under these numbers there are money. If you can answer the question, you'll get the money, ok?

Laughter

T: (clapping hands) Guys, there are also two certain numbers and one of them is bankrupt. If you choose this number, all your money erase, ok? You'll get bankrupt. If you choose the other number, then there is a donate. Then you donate all your money to other group, ok?

Transcription 3

Topic: Environmental Problems

10th grade

T: **Are you ready? P**

C: Yes

T: Ok, then I start. **How are you since I last saw you? Are you OK? P-P**

C: Fine

T: **Did your exam start? T1**

silence

T: **What about exams? Did they start? T2- T1**

Silence

T: **No, not yet? T1**

S1: nodding

T: Ok**, I'm wondering is there anyone of you who has ever tried hiking, walking in the mountains, in the nature or climbing the mountains...? T3 Are you doing sports in nature? T3**

silence

T: **Nobody? Nobody is interested? T3**

silence

T: Ok. Actually I tried once, it was really nice. I recommend each of you to try at least hiking or camping in the nature. That's really good. It makes you more...more... I don't know how to say... healthy like you are... relaxed after your experince in the nature. And... Actually do you want to do some sports in nature maybe... I don't know... it doesn't have to be hiking or something like swimming in a river or just or .... **I don't know... swimming in a lake? T5** You can also think about swimming in the sea. **Do you like swimming in the sea? T5**

S2: Yes

T: It's really good actually. I also like it. I had a bad experience about water. That's way I can't swim anymore at all. **Can you look at the 1B on the page 88? P** There are some words there. Ocean, lake, dessert, river... There are also pictures of them. **Can you think of ocean, lake, dessert, river names that you know? T3**

silence

T: Come on guys! You're just looking at me like we don't want anything today, don't ask anything today. **Are you ok today? P**

silence

T: Come on, I want you more energetic. I wasn't expecting this, really!

S3: Tired

T: You're tired. **Why? T10**

T: Don't be tired. This is our last class together. I will miss you. I don't know whether you miss us or not. Anyway, **so don't you know any names of mountains? T3** For example, our mountains in Turkey, Salt Lake or Antartic Ocean...

silence

T: **No one of them? You don't know any geography at all? T3-T3**

S1: Pasific Ocean

T: Yes, Pasific Ocean. **No one else? P**

S1: İngilizcesini bilmiyorum.

T: Say it in Turkish then. Don't force yourself. It's important just to see you speak. It doesn't matter you speak in Turkish or English. **Any other names of oceans, lakes, rivers? T2**

S1: Kızılırmak

S2: Onları mı söyleyeceğiz, Türkiye'de olanları?

T: It doesn't matter. Around the world.

S2: Hint

T: Yeah, Indian Ocean.

S3: Atlas

T: Atlas, I don't know how to say it in English. Atlas Ocean let's say it (laughter)

S4: Güden Water

T: Yes, around the world.. Niegara Falls

S5: Big Ocean

T: **What? P**

S5: Büyük Okyanus

T: I don't know. Sorry, I am also really bad at Geography but if you say it, I believe in you. And... We're living in a world that has lots of natural resources like rivers- as we said- oceans, mountains... but you know we're facing with some problems about nature due to our modern world, modernalized world. **Can you think about any problems about nature that we are having right now? T11** These years...

no answer

T: **No environmental problems? T7   Is everything allright with the nature**? **T7**   Come on, I want to hear some voice!

silence

T: **Nobody? P**   Just say it in Turkish.

S6: Yes

T: Yes... Ok, thank you. It's also some voice in the classroom. Let's say our waters are polluted more and more. Think about atmosphere, rivers.

S6: Doğayla ilgili bir şey mi?

T: Yeah yeah, problems about nature.

S6: Küresel Isınma

S2: Ozon tabakasının delinmesi

T: So, global warming.

S4: Deprem

T: It's quite natural actually. We are also causing earthquakes to happen. Let's write then.

S5: İnsanların doğaya karşı yaptıkları problemler mi?

T: Yeah. We said ozon lyer

S6: Çevre kirliliği

T: writes pollution on the board. Environment is getting dirtier. **Can we also think about İstanbul? T5**   Think about İstanbul. **How is life in İstanbul? T8 Aren't there lots of people?   T1**

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S4: Yes

T: So, **can we say that overpopulation is also a big problem?** **P**

S4: Yes

T: Is there anyone know... **Is there any examples apart from these?** **P**

T: So, that's enough. Thank you for your participation by the way. Now we'll listen a program about the problems happening in envrionment. **Just speak with me, ok?** **P**

S7: Yes

T: Please listen it carefully. We'll talk about whether it just mentions the points that we touched in the text. **Am I clear?** **P**

silence

We talked about some issues about environment right now. Now, we'll listen a recording and it also talks about some environmental problems. Be careful whether it just mentions about these as well. **I mean some of these are told in the recording, ok?** **P**

C: Yes

T: So, you get it then, I believe in you guys.

After listening the audio

T: **Which one of these problems that we mentioned before are also mentioned in the recording?** **T2** Batu

S8: Yes

T: **Which one of them?** **T2**

S8: I don't know.

T: **Why you don't know?** **T10**

S8: Because she speak fast.

T: **Do you want to listen it once more or we can just pass it?** **P** **What do you want?** **T6** If you want, we can pass it but as much as I remember it talks about overpopulation we're just covering space that animals live... pollution of water. I am not sure about global warming and erthquakes. We can say it talks about these two. Now, we'll listen the recording once more, please be careful this time and we'll try to find the mistakes here. You'll hear the correct version and correct the mistakes here. There should be five mistakes, be careful. **I'll ask different people who really normally participates the course, ok?** **P**

C: Ok

T: I'm opening it once more, by the way, <mark>**did you get the instruction? P**</mark>

S9: No

T: There are five mistakes and we'll listen the recording once more. We'll hear the correct version and we'll correct the text according to it. <mark>**Is it ok now? P**</mark>

C: Yes

T: It finished. <mark>**Could you get which information is wrong in this box? P**</mark>

Silence

T: <mark>**Could you get it? No one of you? P-P**</mark>

S10: Fifteen people diyor, orada nine million yazıyor.

T: Yes <mark>**and the other one? T2**</mark>

S5: Smaller yazıyor en aşağıda, o 'bigger' olacak.

T: Let's check the answer key together and see which ones are correct or not. <mark>**Am I clear? P**</mark>

C: Yes

T: So... you were right, correct. Congratulations! It says here 6.000 but in the recording it says six hundred not thousand. The other one is... Yes, the desserts are getting bigger. xxxxx Now, we'll look at B on your textbook. You should check the text and find the words that fit. Words should among the ones written in bold. <mark>**Did you get what I say? P**</mark>

S3: Anlamadım ki.

T: Now you're looking at the text and find the correct words to fill these blanks, ok? For example, for the first one, it says 'when the all animals and species die, the species become...' <mark>**Do you have any idea? T5**</mark>

S3: xxxxx

T: No, it is an adjective. <mark>**Do you know what 'extinct' means? T3**</mark>

...

T: Think about dinasours. They were living on earth but...

S3: Nesli tükenmiş mi?

T: Yes, yes correct. **Now, I want you to read these sentences and find the words that fit here from the text, ok? P** You have five minutes for it. If you need help, I'll be walking around and help you.

T: **Did you finish? P**

C: No

T: Then, why are you just speaking to each other!

After a few minutes

T: I think our time is up. Let's do the rest altogether. **Who wants to answer the second? P** Please may I have your attention! (claps) **Who wants to answer the second? P**   Batu

S8: 'If there is more water in the sea, the sea level goes up'.

T: **Yes, and the third one? T2   Who wants to answer the first one? P**

S4: 'The number of people in a place is its population'.

T: **Is what? P**

S4: Population

T: Ok, thank you correct. Şermin

S11: When you damag

T: 'damage'

S11: When you damage something very badly so now it doesn't exist, you destroy it.

T: Yes, thank you, 'destroy it' **And the fifth one? T2**

S12: 'The ice is melting because of the heat'.

T: Thank you Bahri. Now, we'll look presentation. I have a presentation for you. Now, **we'll see some pictures and we'll try to compare them with each other, ok? P**

C: Ok

T: The first one. **Do you know Sultan? T3**

S1: Yes, this is... en uzun neydi?

S3: The longest

T: Long is 'uzun' yes but for the height of people we use 'tall'. **Can we say that Sultan Köse is taller than him? T1**

S1: Yes

S2: He is from Mardin.

T: **Sultan is from Mardin?   T1**

S2: Yes

T: Thank you for this information. I don't know the name of that guy but let's say Ahmet (writes the sentence on the board) The second one... **Who is she? T2**

S7: O Yıldız Tilbe değil mi?

T: **Yes, and she?   T2**

S9: Nur Yerlitaş. Nur Yerlitaş is biggest than Yıldız Tilbe.

T: It's not 'biggest'. You can say 'bigger' but our focus is more like... **Don't you think that Yıldız Tilbe is more energetic? T5**   She dances all the time but all the thing Nur Yerlitaş is doing like this, right? (uses gestures)

S9: Right.

T: **So can we say that Yıldız Tilbe is more energetic than Nur Yerlitaş?   T5**

C: Yees

APPENDIX C: SAMPLE COLOR CODING FROM THE INTERVIEW

TRANSCRIPTS

The Definition of Teacher Questioning

It includes the questions that we ask to **A MEANS OF CHECKING COMPREHENSION**

check whether students know something or not,

to enable students to participate in **A MEANS OF PROVIDING ACTIVE PARTICIPATION**

lessons even though both we as teachers and students know

their answers and to provide necessary conditions for

promoting interaction in classroom. I think it's a part of **A MEANS OF INTERACTION**

classroom management. However, it does not only mean

maintaining classroom discipline, instead; it consists of everything

that we use to manage the classroom. For this , **A PART OF CLASSROOM MANAGEMENT**

reason it seems to me that teacher questioning is

a part of classroom management.

A teacher asks questions at the beginning of a lesson such as

'how do you feel today?', 'what did you do at the weekend?'

to make an introduction to the topic. **TO MAKE INTRODUCTION TO A TOPIC**

However, it depends on the stages of a lesson.

I mean she might also aim to check **A MEANS OF CHECKING COMPREHENSION**

students' comprehension during the following stages after

presenting the topic.

Types of Questions Used by EFL Teachers

I remember procedural questions. I do not remember the exact   **PROCEDURAL QS**
name but teachers sometimes ask questions to check and assess
students' knowledge even though they know their answers.   **DISPLAY QS**

I know referential questions whose answers we do not know.   **REFERENTIAL QS**
We also ask questions just for the sake of asking. I do not   **DISPLAY QS**
remember their names but we ask those questions although
we know the answers.

Typically, we use wh- and open-ended questions. I do not   **WH- QS, OPEN-**
ENDED QS
know their exact name but sometimes we really do not know   **REFERENTIAL**
QS
responses to the questions, however, in some cases we check
whether students know the answers or not. In addition, we might   **DISPLAY QS**
invite someone to answer a question or pose a question to the   **INVITED QS**
whole class. The reasons of asking a question, the content of
the question and the quality of its response can determine its
category within classification systems.

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Instructional Strategies for Improving Questioning Skills

 I think we can encourage pre-service teachers

to conduct micro-teachings through which they   **ENCOURAGING PEER FEEDBACK**

 give feedback to each other regarding teacher

questions. In addition, we can **WATCHING THE VIDEO-RECORDINGS OF LESSONS**

record one perfect and one imperfect lesson and afterwards make them

watch these recordings. We can ask their opinions

 on how to improve the quality of teacher questions.

Apart from these, we can   **CREATING SCENARIOS FOR PRODUCING QUESTIONS**

create hypothetical   teaching situations through which they

 will be asked to come up with a few questions. For instance, they

 can be informed that they are required to formulate questions

to activate the students' prior knowledge on a topic in a reading lesson.

They can also assume that some students have not understood a concept

 and therefore they are expected to pose appropriate questions to clarify

 its meaning.

 I think encouraging them to write their   **ENCOURAGING STUDENT TEACHERS TO WRITE THEIR QUESTIONS DOWN**

questions down might work. The efficiency of teacher

questioning depends on experience, so they can improve

this skill after spending some time. If a few good

questions come to my mind, I still try to take note of

them before starting a lesson. Otherwise, I might forget

them at that moment. However, writing is not enough on

its own since those questions also need to be revised.

APPENDIX D: INFORMED CONSENT FORMS

INFORMED CONSENT FORM (for supervisors)

This study conducted by Res. Asst. Esra Karakuş and supervised by Assoc. Prof. Dr. Perihan Savaş aims to investigate the types of classroom questions asked by pre-service EFL teachers at METU, the Department of Foreign Language Education, in their teaching practices carried out at practice schools within 'Practice Teaching' course.

The interview for which you are being asked to participate in, is a part of a research study that concentrates on the issue of teacher questioning and types of classroom questions posed by language teachers. In this regard, your opinions regarding teacher questioning and how teacher candidates should be trained to gain questioning skills will be asked. The interview questions do not contain anything that may cause discomfort in the participants. However; for any reason, if you feel uncomfortable during participation, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the interview. No personal identification information is required for interviews that will take place. Participation in the study must be on a voluntary basis. The obtained data will be used for scientific purposes.

I would like to thank you in advance for your participation in this study. As teacher educators giving the course 'School Experience', your views will contribute to the findings of my study in terms of gaining deeper insights into the issue. For further information about the study, you can contact Res.Asst. Esra Karakuş from the Department of Foreign Language Education (phone: 0505 567 4826- 0312 210 3628 ; E-mail: ekarakus@metu.edu.tr) and Assoc.Prof. Dr. Perihan Savaş from the Department of Foreign Language Education (phone: 0312 210 4079; E-mail: perihans@metu.edu.tr).

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name Surname   Date   Signature

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INFORMED CONSENT FORM (for mentor teachers)

This study conducted by Res.Asst. Esra Karakuş and supervised by Assoc. Prof. Dr. Perihan Savaş aims to investigate the types of classroom questions asked by pre-service EFL teachers at METU, the Department of Foreign Language Education, in their teaching practices carried out at practice schools within 'Practice Teaching' course.

The interview for which you are being asked to participate in, is a part of a research study that concentrates on the issue of teacher questioning and types of classroom questions posed by language teachers. In this regard, your opinions regarding teacher questioning and how teacher candidates should be trained to gain questioning skills will be asked. The interview questions do not contain anything that may cause discomfort in the participants. However; for any reason, if you feel uncomfortable during participation, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the interview. No personal identification information is required for interviews that will take place. Participation in the study must be on a voluntary basis. The obtained data will be used for scientific purposes.

I would like to thank you in advance for your participation in this study. As mentor teachers observing teaching sessions of teacher candidates and providing feedback to them regarding their practices, your views will contribute to the findings of my study in terms of gaining deeper insights into the issue. For further information about the study, you can contact Res.Asst. Esra Karakuş from the Department of Foreign Language Education (phone: 0505 567 4826- 0312 210 3628 ; E-mail: ekarakus@metu.edu.tr) and Assoc.Prof. Dr. Perihan Savaş from the Department of Foreign Language Education (phone: 0312 210 4079; E-mail: perihans@metu.edu.tr).

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

    Name Surname   Date   Signature

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INFORMED CONSENT FORM (for pre-service EFL teachers)

This study conducted by Res. Asst. Esra Karakuş and supervised by Assoc. Prof. Dr. Perihan Savaş aims to investigate the types of classroom questions asked by pre-service EFL teachers at METU, the Department of Foreign Language Education, in their teaching practices carried out at practice schools within 'Practice Teaching' course. Participation in the study must be on a voluntary basis. No personal identification information is required for the audio/video recordings of your teaching practices as well as for interviews that will take place. The questions included in your teaching practices and your responses in the interviews will be kept strictly confidential and evaluated only by the researcher. The obtained data will be used for scientific purposes.

Either video or audio recording of your teaching will take place at the schools where your final practice lasting approximately 40 minutes will take place. Afterwards, an interview will be held with respect to your classroom questioning behaviors in the final teaching practice. The interview questions do not contain anything that may cause discomfort in the participants. However; for any reason, if you feel uncomfortable during participation, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the interview.

The types of classroom questions addressed to students in your teaching practices will be analyzed with respect to their classification in foreign language teaching purposes. I would like to thank you in advance for your participation in this study. For further information about the study, you can contact Res.Asst. Esra Karakuş from the Department of Foreign Language Education (phone: 0505 567 4826- 0312 210 3628 ; E-mail: ekarakus@metu.edu.tr) and Assoc.Prof. Dr. Perihan Savaş from the Department of Foreign Language Education (phone: 0312 210 4079; E-mail: perihans@metu.edu.tr).

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name Surname   Date   Signature
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ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ DİL SINIFLARINDA
ÖĞRENCİLERE YÖNELTTİKLERİ SORU TİPLERİNİN SINIF İÇİ İLETİŞİMİ
ARTTIRMADAKİ POTANSİYEL ROLÜ

GİRİŞ

Öğretmen konuşması dil sınıflarında bir yere sahip olmakla beraber, öğrencilerin dil gelişiminde de önemli bir rol oynamaktadır. Musumeci (1996) bir dersteki toplam sürenin yaklaşık %66-72'lik kısmının öğretmen konuşmasına ayrıldığını belirtmiştir. Öğretmen soruları ise bunun bir parçasıdır. Araştırmalar, öğretmenin sorduğu soruların sınıftaki iletişimi ve katılımı arttırarak dil öğrenimini kolaylaştırdığını göstermektedir (Brock, 1986; Cazden, 1988; Nystrand,1997). Öğretmen sorularının dil öğrenim sürecindeki katkısının fark edilmesine bağlı olarak, farklı soru tiplerinin olası etkilerini araştırmaya yönelik birçok girişim olmuştur (Long, 1996).

Bu bağlamda, Ellis (2008) farklı soru tiplerinin dil sınıflarında kullanılarak, daha iletişimsel bir ortam oluşturulmasıyla ilgili öğretmenlerin eğitim alması üzerine çalışmalar yapıldığını ifade etmiştir. Benzer olarak, Toni ve Parse (2013) yabancı dil olarak İngilizce öğretilen sınıflardaki soru tiplerinin sınıf içi iletişime bağlı olarak büyük ölçüde araştırıldığına işaret etmiştir. Öğretmenlerin daha uzun, detaylı ve çeşitler cevaplar almalarını sağlayan, öğrencilerle etkileşim düzeyini olumlu yönde geliştiren soru sorma uygulamalarının; dil sınıflarındaki gerçek iletişimi sağlayan bir etmen olduğu ifade edilmiştir (Wright, 2016).

Bununla beraber, sıklıkla soru sorma tekniğini uygulamalarına rağmen öğretmenlerin zaman içerisinde kullandıkları soru sayıları sınırlı olarak kalmaktadır (Kerry,1998). Ayrıca soruların aktif öğrenme için çeşitli fırsatlar yaratmadaki işlevi göz ardı edilmektedir (Crowe and Stanford, 2010). Bu sebeple öğretmenlerin sordukları soru

sayısı, tipi ve işlevi üzerine düşünmeleri gerekmektedir (Farrell, 2009). Ayrıca öğretmenlerin soruların türlerine göre kategorize edilmesini sağlayan sınıflandırma sistemleriyle ilgili yeterli bilgisinin olmaması da bir sorun teşkil etmektedir (Good& Brophy, 2000). Soru sorma stratejilerini etkin bir şekilde uygulayamamalarının yanısıra, soruları kategorize etmek için bu sınıflandırma sistemlerini kullanmamaları da söz konusu olmaktadır (Hussain, 2003). Üstelik bu sistemlerin içerdikleri kategorilerin farklı soru tiplerini kapsamada yetersiz kalması da bir sorun oluşturmaktadır. Birçoğu sınıf içi iletişimin yapısını etkileyebilecek nitelikteki soruların farklı boyutlarına odaklanmamaktadır. Bu sebeple var olan kategorilere göre soru tiplerini sınıflandırmak, önerilen kategorilerden hiçbirine uymayarak açıkta kalacak soru tipleri olabileceğinden ötürü problem oluşturmaktadır (Ho, 2005). Tüm bu faktörler göz önünde bulundurulduğunda, basit sınıflandırma sistemlerinin ötesine geçebilecek, sınıf içi iletişim çerçevesinde soruların işlevlerini ve amaçlarını da kapsayabilecek kategorilerin olması gerekmektedir.

Diaz ve arkadaşları (2013), öğretmenlerin soru sorma stratejilerinin ve kullandıkları soru tiplerinin büyük ölçüde araştırılmış olmakla birlikte, İngilizce öğretmen adaylarının soru sorma uygulamalarına dair çok fazla şey bilinmediğini ileri sürmüştür. Bazı soru tiplerinin sınıf içi iletişimi arttırmadaki rolü düşünüldüğü takdirde, adayların asıl öğretmenlik deneyimine başlamadan önce hangi tip soruları kullandıkları hususunun aydınlatılmasına ihtiyaç duyulmaktadır. Öğretmen adaylarının tecrübesizliğinden dolayı, uygulama esnasında hazırladıkları ders planlarının ötesine geçememe ve bu sebeple sorularını çeşitlendirememe sorunları beklenmektedir. Bu bağlamda, soru tipleri hakkında farkındalık kazandırılması, öğretmen adaylarını kendi soru sorma becerileri üzerine düşünmeye sevk edebilir. Ayrıca farklı soru tiplerinin farkında olmak, öğretmenlere sorularını istedikleri cevaplara ve öğrenciden bekledikleri düşünme düzeyine göre şekillendirmelerine olanak sağlayabilir (Hussain, 2003).

Bunların haricinde üniversitelerdeki danışmanların ve uygulama okullarındaki rehber öğretmenlerin, İngilizce öğretmen adaylarının soru sorma pratikleriyle ilgili eksikliklerini saptamaları önem taşımaktadır. Böylece öğretmen adaylarını sınıfta iletişimi arttıracak kapasitede sorular yöneltmeye, öğrencilerin kendilerini ifade

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etmeleri için gerekli ortamı oluşturmaya ve ayrıca eleştirel düşünmeye yol açacak daha nitelikli sorular sormaya teşvik edebilirler.

Çalışmanın Amacı ve Araştırma Soruları

Bu çalışma bir üniversitedeki staj uygulaması dersi kapsamında, İngilizce öğretmen adaylarının ağırlıklı olarak sorduğu soru tiplerini incelemektedir. Farklı soru tiplerinin sınıf içi iletişimi arttırma üzerindeki olası etkilerini araştırmak amacıyla, soru- cevap diyaloglarına odaklanılmıştır. Bu bağlamda on iki öğretmen adayının dönem içindeki öğretmenlik deneyimleri kapsamında gerçekleştirdikleri son derste yönelttikleri soru tipleri, iki farklı sınıflandırma yöntemi kullanılarak kategorize edilmiştir. Veri çeşitlemesinin sağlanması bakımından, dersleri gözlemlenen öğretmen adayları, üniversitedeki dört danışman ve uygulama okullarındaki iki rehber öğretmen ile mülakatlar gerçekleştirilmiştir. Ayrıca öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için uygulanabilecek öğretim stratejileriyle ilgili danışmanların ve rehber öğretmenlerin görüşleri araştırılmıştır.

Bu bağlamda, aşağıda belirtilen araştırma sorularına cevap bulmaya çalışılmıştır:

1. Staj uygulaması kapsamında gözlemlenen derslere göre,
   a. İngilizce öğretmen adayları tarafından soru yapısı (evet/hayır, neden soruları), içeriği (dış gerçeklik, kişisel gerçek, fikir), amacı (bilgi sergileme/ iletişimsel) kriterlerine göre ağırlıklı olarak hangi tip sorular kullanılmaktadır?
   b. İngilizce öğretmen adayları sınıf içi yönetimi sağlamak amacı taşıyan soruları ne ölçüde sormaktadır?
2. İngilizce öğretmen adayları, üniversitedeki danışmanlar ve uygulama okullarındaki rehber öğretmenlerin algılarına göre,
   a. İngilizcenin yabancı dil olarak öğretildiği sınıflarda öğretmenin soru sorması ne anlama gelmektedir?
   b. İngilizcenin yabancı dil olarak öğretildiği sınıflarda hangi soru tipleri kullanılmaktadır?

3. Danışmanlar ve rehber öğretmenler, öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için hangi öğretim stratejilerini önermektedir?

YÖNTEM

Bu araştırmada farklı soru tiplerinin sınıf içi iletişimi arttırma üzerindeki olası etkilerini araştırmak amacıyla, soru-cevap diyaloglarına odaklanılmıştır. Çalışmada yer alan 12 son sınıf öğrencisi, Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümünde, ikinci dönem verilen Öğretmenlik Uygulaması dersini almıştır. Bu ders kapsamında, öğrenciler özel okul ve devlet okulu olmak üzere iki farklı lisedeki İngilizce derslerini çift olarak gözlemlemiştir. Özel liseye giden öğretmen adayları 9. ve 10. sınıfları gözlemlerken, diğer lisedekiler ise ağırlıklı olarak 9.sınıf derslerine katılmıştır. İlk dönemki Okul Deneyimi dersi kapsamında genellikle bir ders saatini yarı yarıya paylaşan öğretmen adaylarının, ikinci dönem bir dersi tek başlarına üstlenmeleri beklenmektedir. Her iki dönem üçer kez deneyimleri olmaktadır.

Çalışmada durum incelemesi yöntemi kullanılmıştır. Yin (2009) durum incelemesinin çıkış noktasının bir birey, küçük bir grup, organizasyon ya da ortaklık gibi belirli bir durum üzerine odaklandığını belirtmiştir. Bu bakımından durum incelemesini, "çağdaş bir olguyu derinlemesine ve meydana geldiği bağlam çerçevesinde araştıran, özellikle olgu ve bağlam arasındaki sınırlar açık olarak belli değilse kullanılan bilimsel bir araştırma" olarak tanımlamıştır. (s.28). Durum çalışması türlerinden biri olan açıklayıcı durum çalışması ise nedensel araştırma modelini esas almaktadır. Diğer bir deyişle, olayların nasıl ve neden meydana geldiğine dair cevaplar aranmaktadır. Bu çalışma kapsamında, Türkiye'deki bir yabancı dil öğretim programında son sınıf öğrencilerine verilen 'Öğretmenlik Uygulaması' dersi incelenen durumu oluşturmaktadır.

Derinlemesine gerçekleştirilen çalışmayla ilgili olarak, Creswell (2013) "durum incelemesi gözlem, mülakat, görsel işitsel gereç ve belge gibi çoklu kaynaklardan elde edilen bilgi içermekle beraber, bir durumun tanımlamasını ve temalarını rapor eder"

diye belirtmiştir (s.129). Bu çalışma doğrultusunda veri toplama aracı olarak, yaklaşık 40 dakika süren dönem içerisindeki son öğretmenlik deneyimlerinin gerçekleştiği dersler gözlenmiştir. Daha sonrasında soru-cevap diyaloglarının analiz edilmesi amacıyla gözlemlenen dersler videoya kaydedilmiştir. Ayrıca veri çeşitlemesi bakımından, ders gözlemlerini takiben bir ay içerisinde öğretmen adaylarıyla mülakat gerçekleştirilmiştir. Mülakatlar kapsamında yabancı dil sınıflarında öğretmenin soru sorma davranışı ve kullanılan soru tiplerine ilişkin görüşler sorulmuştur. Bu konuda ayrıca üniversitedeki dört danışman ve uygulama okullarında dersleri gözlemlenen iki rehber öğretmen ile mülakat gerçekleştirilmiştir.

Ek olarak öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için uygulanabilecek öğretim stratejileriyle ilgili danışmanların ve rehber öğretmenlerin önerileri araştırılmıştır. Danışmanlardan biri çalışmada yer alan öğretmen adaylarının aldığı Öğretmenlik Uygulaması dersini veren öğretim görevlisidir, diğer üçü de bu dersi öncesinde ve içinde bulunulduğu dönemde vermiş olan öğretim görevlileridir. İçlerinden yalnızca birinin bölümdeki ilk yılı iken, diğerleri yaklaşık sekiz yıldır öğretmen adaylarının mesleki gelişimi kapsamında çeşitli dersler vermiştir. Uygulama okullarındaki rehber öğretmenlerden özel lisede çalışan üç yıllık deneyime sahip iken, devlet lisesinde çalışan 28 yıllık deneyime sahipti.

İngilizce öğretmen adaylarının dönem içindeki öğretmenlik deneyimleri kapsamında gerçekleştirdikleri son derste yönelttikleri soru tipleri, iki farklı sınıflandırma yöntemi kullanılarak kategorize edilmiştir. Bunlardan ilki Thompson (1997) tarafından önerilmiş olup, on iki soru tipi içermektedir. Soru tipleri cevabı öğretmen tarafından bilinen, öğrencilerin anlama ve bilgisini kontrol etme amacıyla sorulan veya cevabı öğretmen tarafından bilinmeyip, öğrencilerle iletişim kurma amacı taşıyan sorular olmak üzere başlıca iki amaca göre sınıflandırılmıştır. Ayrıca soru yapısı (evet/hayır, neden soruları) ve soru içeriği (dış gerçeklik, kişisel gerçek, fikir) kriterlerini de içermektedir. Diğeri ise Richards& Lockarts (1996) tarafından ileri sürülen üç soru tipine dayalı bir sınıflandırma yöntemidir. Buna göre kategorileri bilgiyi hatırlamayı gerektiren kısa cevaplı sorular, ileriyi seviye düşünmeyi gerektiren daha uzun cevaplı sorular ve sınıf içi yönetimi sağlamak amaçlı sorulan sorular oluşturmaktadır. Bu araştırmada Thompson (1997) tarafından ileri sürülen sınıflandırma yönteminde açıkta

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kalan bazı sorular olduğundan ve bu sebeple ek bir kategoriye ihtiyaç duyulduğundan dolayı, Richards ve Lockarts (1996) tarafından önerilen kategorilerden sadece sınıf içi yönetim amacını kapsayan sorular dahil edilmiştir.

Mülakatlarla elde edilen nitel verilerin analizi için MAXQDA adlı bilgisayar programından yararlanılmıştır. Oluşturulan her bir transkript birden çok kez okunmuş ve kodlar çıkarılmıştır. Kategorilerin belirlenmesinde ise araştırma sorularında odaklanılan noktalar göz önünde bulundurulmuştur. Öğretmenin soru sorma davranışının tanımlanması, dil sınıflarında kullanılan soru tipleri ve soru sorma becerilerinin geliştirilmesi için uygulanabilecek öğretim stratejileri olmak üzere başlıca üç kategori oluşturulmuştur. Bu amaçla, Saldaña (2009) tarafından açıklanan, araştırma sorularından yola çıkarak uygulanan bir kodlama yöntemi kullanılmıştır. Araştırmanın içeriği doğrultusunda oluşturulmuş belirli mülakat sorularına verilen cevaplardan elde edilen kodlar, mevcut kategorilerle ilişkilendirilmiştir. Aynı zamanda araştırma soruları doğrultusunda önceden belirlenmiş kategorilere uyabilecek içerikteki cevaplar da incelenmiştir. Sonrasında her kategori ortaya çıkan kodların sıklıkları ve ilgili alıntılarla beraber detaylı olarak açıklanmıştır.

SONUÇLAR VE TARTIŞMA

Sonuçlar cevabı öğretmen tarafından bilinen soruların, sınıf içi yönetimi sağlamak amacıyla sorulan sorulardan sayıca daha fazla olduğunu göstermiştir. Cevabı öğretmen tarafından bilinmeyen ve öğrencilerle iletişim kurma amacı taşıyan soruların ise en az sıklıkta kullanıldığı saptanmıştır.

Elde edilen sayılara bakıldığında, cevabı öğretmen tarafından bilinen soruları içeren 1.tip (evet/hayır, dış gerçeklik) 19 tane, 2.tip (neden, dış gerçeklik) 167 tane, 3.tip (evet/hayır, kişisel gerçek) 69 tane; 4.tip (neden, kişisel gerçek) 4 tane, 5.tip (evet/hayır, fikir) 27 tane, 6.tip (neden, fikir) 55 tane olarak saptanmıştır. Toplamda 338 tane soru sorulmuştur.

Cevabı öğretmen tarafından bilinmeyen ve iletişim kurma amaçlı sorulan sorular incelendiğinde, 7.tip (evet/hayır, dış gerçeklik) 2 tane, 8.tip (neden, dış gerçeklik) 5

tane, 9.tip (evet/hayır, kişisel gerçek) 27 tane; 10. tip (neden, kişisel gerçeklik) 21 tane, 11.tip (evet/hayır, fikir) 4 tane ve son olarak 12.tip (neden, fikir) 5 tane olarak bulunmuştur. Toplamda 64 soru sorulmuştur.

Richards ve Lockarts (1996) tarafından önerilen sınıflandırma sistemindeki, sınıf içi yönetimi sağlamak amacıyla sorulan soruların sayısı ise 231 olarak bulunmuştur. İlk sınıflandırma sistemindeki 12 soru tipinin sayıları da dahil edildiğinde, 2.tip sorular (neden, dış gerçeklik) ikinci sırada gelmiştir. En az kullanılan soru tipi ise 7.tip (evet/hayır, dış gerçeklik) olarak saptanmıştır. Elde edilen sonuçlar, Olmezer-Ozturk (2016) çalışmasının sonuçlarıyla benzerlik göstermektedir. Bir üniversitenin hazırlık birimindeki bir İngilizce okutmanı tarafından yöneltilen soruları inceleyerek, sınıf içi yönetimi sağlamak amacıyla sorulan soruların, cevabı öğretmen tarafından bilinmeyen açık uçlu sorulardan fazla olduğunu bulmuştur. Sonuçlar aynı zamanda öğretmenlerin daha çok sınıf içi yönetimi sağlama amaçlı ve metinde verilen bilgiden yola çıkılarak soru sorduğuna işaret eden bazı araştırmaların sonuçlarıyla da benzerlik taşımaktadır (Bartek, 2002; Myrick & Yonge, 2002).

Bununla beraber Thompson (1997) tarafından önerilen sınıflandırma yöntemi ele alındığında, ilk 6 soru tipinin; sadece toplamda sınıf içi yönetimi sağlamak amacıyla sorulan sorulardan fazla olduğu bulunmuştur. Diğer bir deyişle cevabı öğretmen tarafından bilinen, öğrencilerin anlama ve bilgisini kontrol etme amacıyla sorulan soru tipleri tek başına ele alındığında, sınıf içi yönetimi sağlamak amacıyla sorulan sorulara kıyasla daha azdır.

Çalışmanın sonuçlarıyla uyumlu olarak, Shomossi (2004) tarafından yapılan iki farklı üniversitedeki üç İngilizce okutmanının sorduğu soru tiplerini inceleyen araştırmada, cevabı bilinen soruların çoğunlukta olduğu bulunmuştur. Ayrıca altı orta dereceli okulda yirmi öğretmenin derslerini gözlemleyen David (2007) soruların yarısından fazlasının cevabı bilinen sorulardan oluştuğunu saptamıştır. Bununla birlikte, cevabı öğretmen tarafından bilinmeyen ve öğrencilerin düşüncelerini ifade etmesine olanak tanıyan soruların sayıca oldukça az olduğu gözlemlenmiştir. Benzer şekilde bir İngilizce öğretmeninin beş saatlik dersindeki soru tiplerini analiz eden Farahian and

Rezaee (2012), cevabı öğretmen tarafından bilinen soruların ve evet-hayır sorularının sayıca diğerlerinden fazla olduğunu bulmuştur.

Başka bir çalışmada ise cevabı öğretmen tarafından bilinen soruların cevabı bilinmeyen sorulara kıyasla, sadece dersin başında değil, diğer aşamalarda da bulunduğunu göstermiştir. (Noor et al.,2012). Uygulama okullarındaki öğretmen adaylarının gözlemledikleri derslere yoğunlaşan Hamiloglu ve Temiz (2012) cevabı bilinen soruların daha çok sıklıkta sorulduğunu bulmuştur. Farklı soru tiplerinin sınıf içi iletişimdeki etkilerini göz önünde bulunduran Qashoa (2013), gözlemlenen tüm derslerde öğrencilere neden sorularının yöneltildiğini saptamıştır.

Bununla beraber, sonuçların bazı araştırma sonuçlarıyla çelişkili olduğu görülmüştür. Brock (1986) soru sorma üzerine eğitim alan ve almayan iki öğretmen grubunu karşılaştırdığında, eğitim alan grubun cevabı bilinmeyen soruları daha iyi kullanabildiğini bulmuştur. Bu yüzden soru tipleriyle ilgili farkındalık kazandırılmasının etkili olduğunu ileri sürmüştür. Benzer şekilde, Nhlapo (1998) büyük bir fark gözlemlememekle birlikte, katıldığı derslerde cevabı bilinen soruların sayıca daha az olduğunu saptamıştır. Ayrıca Yang (2006) çalışmasında cevabı bilinen soruların tüm öğretmen soruları içerisinde oldukça bir az orana sahip olduğunu bulmuştur.

Öğretmenlerin soru sorma uygulamalarının tanımlanmasına gelince, katılımcılar konuyla ilgili birden çok hususa değinmiştir. Genellikle anlamayı kontrol etme, bir konuya giriş yapma, sınıfta aktif katılımı sağlama ve öğrenmeyi yönlendirme kapsamında tanımlamalar yapılmıştır. Ayrıca değerlendirme yöntemi olarak faydalanma, öğrencilerin bir konuyla ilgili ön bilgisini kontrol etme, iletişim aracı olarak kullanma, bir konu hakkında bilgi alma, eleştirel düşünmeyi teşvik etme ve sınıf yönetimini sağlama ile bağlantılı olarak da ifade edilmiştir. Öğretmen soru sorma uygulamalarının anlamayı kontrol etme olarak tanımlanmasında, Chaudron (1998) tarafından belirtildiği gibi, yabancı dil olarak İngilizce öğretilen sınıflarda öğrencilerin anlamasını kontrol etmenin ön plana çıkması etkili olabilir. Bir konuya giriş yapma olarak tanımlanması ise dersin ilk aşamalarında öğretmen sorularının ağırlıkta olmasına bağlanabilir.

Bunların haricinde, sık olmamakla birlikte; öğretmenlerin soru sorma uygulamaları hedef kültürü öğretme aracı, konuya ilgi çekme yöntemi, öğrencinin bir konuya aşina olmasını sağlama, öğrenmeyi kolaylaştırma, öğrencilerin bir konu hakkındaki fikirlerini öğrenme, iletişim amaçlı gerçek sorular sorma, öğrenmeyi kalıcı hale getirme, sade ve anlaşılır sorular sorma ve açıklama isteme olarak da tanımlanmıştır.

İngilizce öğretmenleri tarafından kullanılan soru tipleri için en çok evet-hayır soruları, neden soruları, cevabı bilinen sorular ve anlamaya dönük sorular belirtilmiştir. Bunlar haricinde cevabı öğretmen tarafından bilinmeyen açık uçlu sorular, sınıf içi yönetimi sağlama amaçlı sorulan sorular, doğru yanlış tipi sorular, dersin başlangıcında konuya ısındırma amaçlı sorulan sorular, eklenti soruları ve cevabı beklenmeyen sorular da bahsedilen soru tipleri arasındadır. Anlamaya dönük soruların açık bir şekilde belirtilme sebebi ders kitaplarında yer alan aktiviteler vasıtasıyla katılımcıların bu soru tipine aşina olmaları olabilir.

Danışmanlar ve rehber öğretmenler tarafında öğretmen adaylarının soru sorma etkinliklerindeki gözlemlenen eksikliklere ilişkin görüşler de bildirilmiştir. Sınıfta iletişimi arttırmaya ve eleştirel düşünmeye yönelik açık uçlu sorular sorulmaması, soruyu sorduktan sonra cevap almak için yeteri kadar zaman tanınmaması, anlamayı ölçmeye yönelik etkili sorular sorulamaması ve anlık gelişen durumlara göre soru üretilememesinden bahsedilmiştir. Ayrıca bazı durumlarda soru sorarken öğrencilerin seviyesine uyumlu olmayın karmaşık kelimelerin kullanıldığına da değinilmiştir. Öğretmenlik uygulaması kapsamında adaylar tarafından gerçekleştirilen ders sayısının yetersiz olduğuna dair görüş de bildirilmiştir.

Öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için uygulanacak öğretim stratejileriyle ilgili olarak ise, sorularla ilgili olarak akran geribildirimini teşvik etme, soruların niteliğini geliştirmek için geribildirim verilmesi, kayıt edilen ders videolarının izlenmesi, farklı derslerdeki soru tiplerinin karşılaştırılması ve öğretmen soruları içerikli aktivitelerin uygulanması öne çıkmıştır. Farklı derslerdeki soru tiplerini incelemeye dair önerilen strateji, öğretmenlerin soru tiplerini karşılaştırarak farkındalıklarını arttıracağını düşünen Yang (2010) ile bütünlük sağlamaktadır. Böylece evet-hayır sorularında bir azalma olacağını ve buna bağlantılı olarak

öğrencilerin dil gelişimi açısından daha fazla olanak sağlanacağını da ileri sürmektedir. Öğretmen adaylarına farklı soru tipleri hakkında farkındalık kazandırılması, çalışmada yer alan danışmanlardan biri tarafından özellikle vurgulanmıştır. Benzer şekilde, Şahin (2013) öğretmen yetiştirme programlarının soru sorma konusuna değinmediğini belirtmiştir. Bu sebeple program içeriklerinin zenginleştirilerek bu konuya da yer verilmesi gerektiğine değinmiştir.

Öğretmen sorularının eksiklikleri hakkında makaleler okutulması, farklı soru tiplerinin üretimi için durumlar oluşturulması, öğretmen adaylarının soracakları soruları yazmaya teşvik edilmesi, dünyadaki son gelişmelerden haberdar olunması, sınıf gözlemlerindeki soru tipleri üzerine düşünülmesi, öğretmen adaylarının deneyimli öğretmenlerle iş birliği yapmaya teşvik edilmesi ve onlara etkili soru sorma davranışıyla ilgili rol model olunması da dile getirilmiştir.

UYGULAMAYA YÖNELİK SONUÇLAR

Sonuçlar diğer soru tiplerine kıyasla, sınıfta iletişim kurma amaçlı soruların İngilizce öğretmen adayları tarafından oldukça az yöneltildiğini göstermiştir. Bu durumu göz önünde bulundurarak, öğretmen adaylarının soru sorma becerilerinin geliştirilmesi için eğitim verilmesi gerektiği çıkarımı yapılabilir. Üniversitedeki danışmanlar ve uygulama okullarındaki rehber öğretmenler tarafından belirtildiği üzere, soru sormalarıyla ilgili bazı problemler bulunmaktadır. Öğrencilerin bir konuyu anlayıp anlamadığını kontrol etmek için sorulan soruların etkisiz olması, anlık olarak soru üretememe, cevapların göz ardı edilmesi ve oluşturulan sorularda karmaşık kelimeler kullanılması bunlar arasındadır. Bununla birlikte, soru sorma öğretmen yetiştirme programlarında genellikle ihmal edildiği için özellikle üniversitelerdeki öğretim görevlileri bu konuya önem vermelidir.

Sınıfta iletişimi arttırma işlevi gören açık uçlu soruların eksikliği de vurgulanmıştır. Genellikle öğretmenlerin soru sorma uygulamaları öğrencilerle iletişim kurma hususuna bakılmaksızın, anlamayı kontrol etme ve bir konuya giriş yapma ile bağlantılı olarak tanımlanmıştır. Bu sebeple bazı soru tiplerinin sınıftaki iletişimi

arttırma konusundaki rolünün yeterince dikkate alınmadığı söylenebilir. Farklı soru tiplerinin yabancı dil öğretimindeki etkisiyle ilgili farkındalığın arttırılması gerekmektedir. Bazı danışmanları ve rehber öğretmenlerin de aralarında bulunduğu birçok katılımcının farklı soru tiplerinin isimlerini hatırlamakta zorlandığı görülmüştür. Soruların türlerine göre kategorize edilmesini sağlayan sınıflandırma sistemlerini bilmeleri öğretmenlerin sorularını çeşitlendirmesini sağlayabilir. Ayrıca farklı dil becerileri ve konulara uygun olarak, sorularını çeşitlendirmeye daha çok dikkat edebilirler. Öğrencilerin eleştirel düşünme becerilerinin gelişimine katkı sağlayacak daha üstün nitelikte sorular da yöneltebilirler.

Bu çalışmada öğretmen sorularını kategorize etmek için tek bir sınıflandırma sisteminin yetersiz kalmasından dolayı iki tane kullanılması gerekli olmuştur. Bu sebeple öğretmenler soruların bilişsel düzeyi, iletişimsel kapasitesi ve olası cevapların uzunluğu gibi birçok kriteri göz önünde bulundurarak; sorularını oluştururken birden fazla sınıflandırma sistemini kullanabilirler. Ek olarak, araştırmacılar soruların kategorize edilmesinde öğretmenlerin beklentilerini karşılayacak yeni sınıflandırma sistemleri arayışına girebilirler.

Ayrıca elde edilen sonuçlar, İngilizce öğretmen adaylarının soru sorma becerileri üzerine derinlemesine düşünme ihtiyaçları olduğuna da işaret etmiştir. Bu amaçla, öğretmenlik uygulaması kapsamında gerçekleştirdikleri derslerin video kayıtları, sorularının güçlü ve zayıf yönlerini fark etmelerini sağlayabilir. Yine de soru kullanım yöntemleriyle ilgili geri bildirim sağlanmalıdır. Üniversitedeki danışmanların önerileri doğrultusunda, farklı derslerdeki soru tiplerinin karşılaştırılması, öğretmen soruları içerikli aktivitelerin uygulanması gibi stratejiler öğretmen adaylarının ilgisini çekebilir. Aksi takdirde öğretmenlik uygulamalarındaki performanslarını genel hatlarıyla ele aldıkları için, ayrı bir beceri olarak soru sorma üzerine yoğunlaşmaları pek mümkün olmayabilir.

Bu çalışma farklı soru tiplerinin kullanımı ve dil sınıflarındaki iletişim kurma olanaklarının yaratılması arasındaki ilişkiye dikkat çekmekle beraber, İngilizce öğretmen adaylarının uygulama okullarındaki soru sorma deneyimlerini aydınlatmayı amaçlamıştır. Bu bağlamda, sınıflarda öğrencilere yöneltilen soruların zayıf yönleriyle

ilgili danışmanlar ve rehber öğretmenler farkındalık kazanabilir. Ayrıca soru sorma becerilerinin geliştirilmesi için önerilen öğretim stratejileri, bu konuyla ilgili karşılaşılan problemlerin çözümü üzerine daha fazla düşünülmesi konusunda teşvik edebilir.

Bununla beraber, çalışmayla ilgili birtakım kısıtlamalar mevcuttur. Öncelikle özellikle üniversitelerdeki danışmanlardan ve uygulama okullarındaki rehber öğretmenlerden oluşan daha fazla katılımcı olması ve konuyla ilgili görüşlerinin alınması çalışma sonuçlarına daha çok katkı sağlayabilirdi. Ek olarak, bu çalışma kapsamında öğretmen adaylarının uygulama okullarında dönem boyunca gerçekleştirdikleri tüm derslerdeki soru tipleri incelenebilirdi. Ayrıca sadece tüm sınıfa yöneltilen sorular yerine, birebir öğretmen ve öğrenci iletişimi sırasında açığa çıkan sorular da incelemeye dahil edilebilirdi. Son olarak, öğretmen adaylarının sınıfta sorduğu soru tiplerinin analiz edilmesi aşamasında, iki farklı okuldaki öğrenci profilleri ve buna bağlı olarak öğrencilerin dil seviyeleri göz önünde bulundurulabilirdi.

Çalışmanın uygulamaya yönelik sonuçları ve kısıtlamaları göz önüne alınacak olunursa, gelecekte yapılacak çalışmalar için birtakım önerilerde bulunabilir. İlk olarak öğretmen adaylarının bir yıl boyunca gerçekleştirdikleri tüm derslerde ortaya çıkan soru tiplerini inceleyen uzun süreli çalışmalar yapılabilir. Böylece araştırmacılar soru sorma becerilerinde zaman içinde meydana gelen gelişmeleri gözlemleyebilir. Öğretmen soru tipleri farklı dil becerilerinin geliştirilmesinin esas alındığı dersler bazında da ele alınabilir.

Ayrıca soru tiplerinin sınıf içi iletişimi arttırmadaki rolü yabancı dil olarak İngilizce öğretilen bağlamların yanısıra, ikinci dil olarak İngilizce öğretilen bağlamlarda da incelenebilir; böylece iki farklı durum arasında soru tiplerinin iletişime katkısını görme bakımından karşılaştırmalar yapılabilir. Ek olarak, İngilizce öğretmen adaylarının sorduğu sorularda çeşitlilik olup olmadığı farklı eğitim kademelerine bağlı olarak araştırılabilir. Bu doğrultuda, öğretmenlikte geçirilen sürenin soru sorma becerilerinin gelişmesindeki olası rolü de de incelenebilir. Bunların haricinde, sınıfta iletişimi arttırma amaçlı sorulan farklı soru tiplerinin etkisi, öğrenciler tarafından verilen cevapların uzunluğuyla bağlantılı olarak ele alınabilir.

APPENDIX F: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü   ☐

Sosyal Bilimler Enstitüsü   ☑

Uygulamalı Matematik Enstitüsü   ☐

Enformatik Enstitüsü   ☐

Deniz Bilimleri Enstitüsü   ☐

YAZARIN

Soyadı : Karakuş
Adı   : Esra
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : TYPES OF QUESTIONS POSED BY EFL TEACHER CANDIDATES AND THEIR POTENTIAL ROLE IN FOSTERING COMMUNICATION IN LANGUAGE CLASSROOMS

TEZİN TÜRÜ :   Yüksek Lisans   ☑   Doktora   ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.   ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.   ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.   ☑

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

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