"EFL Teachers' Question Techniques and Their Students' Performance: Aqualitative study"

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Abstract

This study attempted to investigate the question techniques used by teachers in EFL classroom for the university students. The sample of the study included ten teachers and thirty students at Mustaqbal University. This is a qualitative study based on descriptive analysis of the questions asked by teachers and its effect on students' performance. The data were collected through observation list for questions asked by the teachers and students' interviews. The teachers' questions were analyzed and categorized according to Bloom's taxonomy into low-level and high-level questions. Interviews were conducted before analyzing observation list to check their performance and after designing teachers' guide for questions. The findings revealed that more than 91% of the questions asked by teachers in classes were based on knowledge level or what is known as lower types' questions. Additionally, the students' performances were limited to recall information. The study provides recommendations and implementations for teachers to develop their questions types.

Keywords:

"تقنيات أسئلة معلمي اللغة الإنجليزية كلغة أجنبية وأداء طلابهم: دراسة نوعية

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جامعة المستقبل

المستخلص

حاولت هذه الدراسة التحقق من تقنيات الأسئلة التي يطرحها المعلمون في حجرة الدراسة للغة الإنجليزية كلغة أجنبية لطلاب الجامعة، ضمت عينة الدراسة عشرة مدرسين وثلاثين طالبًا في جامعة المستقبل. وتعتمد هذه الدراسة النوعية على التحليل الوصفي للأسئلة التي يطرحها المعلمون وتأثيرها على أداء الطلاب، وقد جُمِعَت البيانات من خلال قائمة الملاحظة للأسئلة التي طرحها المعلمون وإجراء مقابلات مع الطلاب. ثم حُلِّلَت أسئلة المعلمين وصُنِّفت وفقًا لتصنيف بلوم إلى أسئلة منخفضة المستوى وعالية المستوى. وأُجريت المقابلات قبل تحليل قائمة الملاحظة للتحقق من أدائهم وبعد تصميم دليل المعلمين للأسئلة وإجراء ورشتي عمل معهم لتوضيح كيفية أهمية التنوع في الأسئلة داخل الفصول، وأن تتناول أسئلتهم مستويات عليا من التفكير وألَّا تكون منصبة على استدعاء المعلومات فقط. وكشفت النتائج أن أكثر من ٩١٪ من الأسئلة التي طرحها المعلمون في الفصول كانت مبنية على مستوى المعرفة أو ما يعرف بأسئلة الأنواع الدنيا، بالإضافة إلى ذلك، اقتصر أداء الطلاب على استدعاء المعلومات. وتقدم الدراسة توصيات وتطبيقات للمعلمين لتطوير أنواع أسئلتهم.

الكلمات المفتاحية:

"" *تقنيات أسئلة معلمي اللغة الإنجليزية ، أداء، دراسة نوعية*

1.   Introduction

Teaching is a dynamic process between teacher and students. It is more than merely a passive response to a lecture or content presented in the classroom. Teaching English methodology focuses on the interaction between the teachers and their learners. Students' engagement provides teachers with a goal for their lesson development and a general direction for planning their activities (Bender, 2017). To achieve such interaction and engagement, many efforts needed to ask the right question. In fact, asking questions is one of the world's oldest techniques to think through to reach a clear understanding of truths. It could be traced back to the fourth century BC. Perhaps the most famous questioner was the Greek philosopher Socrates (Nadler & Chandon, 2004, p. 16) .

Questions are tools to scrutinize new ideas, facts, information, knowledge and experiences. There are different tasks for asking question across the lesson planning stages. First, it is used in the warm-up stage. Teachers adopt this technique to attract students' attention and pave the way to the new lesson. Second, it is used in the presentation stage to encourage students' interaction. Additionally, it has a referential function, checking students' knowledge related to their lesson. Furthermore, asking questions are required to exerting disciplinary control. Third, in the assessment stage, teacher's questions developed students' feedback. Additionally, questions represented the instrument in the evaluation stage. Moreover, questions function remarkably well in the context of discussion groups (Poole, 2003, p.9) .

One of the principle issues related to teaching process is asking questions. They could initiate students' motivation, focus their attention, help students learn and think better (Shen & Yodkhumlue, 2012) .
Types of questions to be asked.

Researchers attempted to classify these types of questions into different categories. Hussein (2003) classified them into two types; open and closed questions according to the students' answers. The questions that required specific answers were closed ones. This type comprises "yes" or "No" questions and multiple - choice questions. They have specific answers. Additionally, the teacher should be qualified and experienced in types of questions used in his/her classroom teaching.

There are (Arends, 2012, p.459). Furthermore, Callahan and Clarke (1988) formed new types of questions would be asked in the classroom. It comprised the following four types.

1. Recall
- Measures students' memorization for the information taught or learned

2. convergent
- Required students to explain or interpret, summarize a given idea or topic in their own vocabulary

3. Divergent
- Generate divergent thinking and encourage students to think more broadly about a specific topic, drawing on different scenarios, disciplines and ideas.

evaluation.
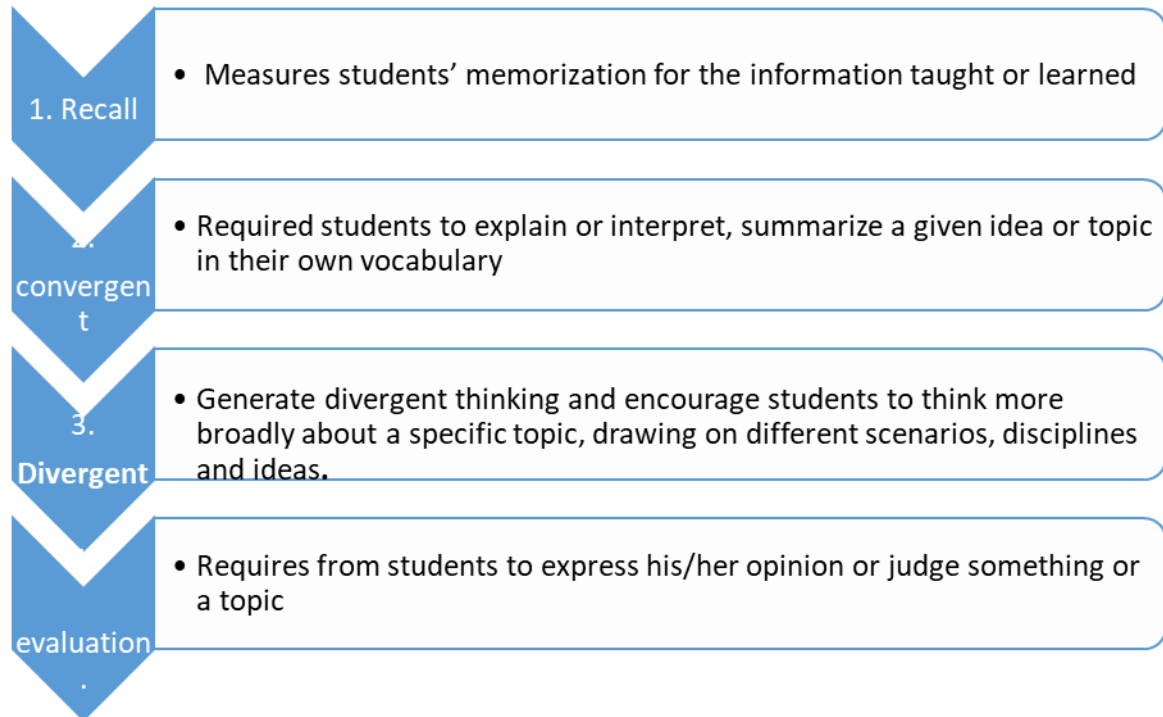- Requires from students to express his/her opinion or judge something or a topic

Fig. (1). Types of questions (Callahan and Clarke, 1988: p 20).

Meng et al. (2012) divided the types of questions in classrooms into two-level categories; the first level is the concept of teacher questions from the teacher that included five categories and the second were those subcategories under each of them. The following figure summarized the first and second level.
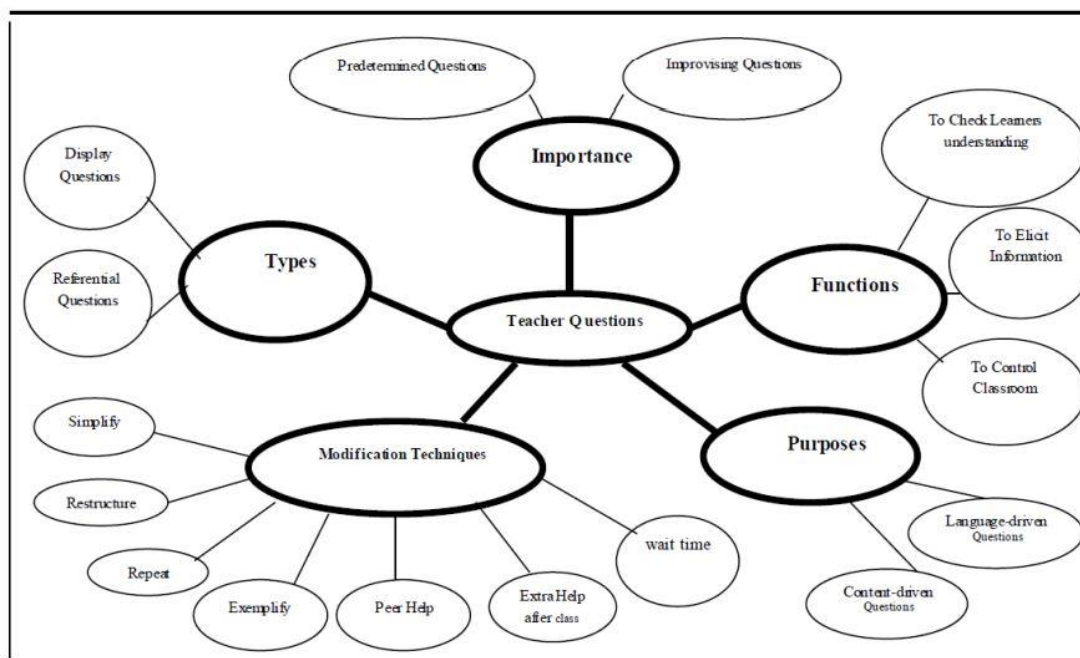
Fig. (2).The Concept Map of Teacher Questions (Meng et al., 2012: 2606)

Cognitive Domain Questions

Finally is the cognitive level classification. It was based on Bloom taxonomy (1956). This was the most common division for the types of questions (Omari, 2018). It represented the basic for the classifications afterwards (e.g. Brown, 1994; Callahan & Clarke, 1988; Nunan 1991; Pearson & Johnson, 1978; Richards & Lockheart, 1996; and Swaby, 1984). The following figure explained the cognitive questions in Bloom taxonomy.
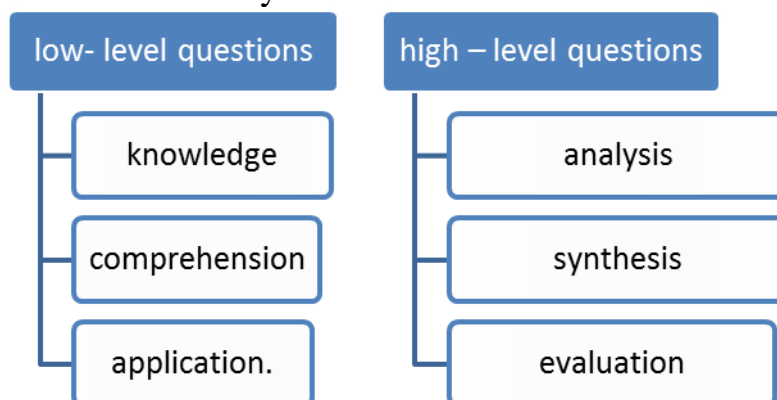

Fig. (3). **Cognitive questions types in Blooms Taxonomy**

The first three levels of Bloom's taxonomy are considered low-level questions. The importance of low-level questions could be summarized in the following points;

1. To encourage students to memorize certain information.
2. They are effective in testing the young students.
3. To check if the student understands the concept or not.
4. To ask the student how a certain task or process is done.
5. To solve a problem using methods, processes or techniques defined in the lesson.
6. To test the students' understanding and basic comprehension.
7. To familiarize students with the practical aspects of your subject and reinforce their comprehension skills

The second three levels of Bloom's taxonomy are considered high-level questions. The importance of high-level questions could be summarized in the following points;

1. To find out if the students are able to analyze a concept, idea, process or thing into parts.
2. To find out if the student are able to relate these parts into their function to the whole.
3. To require the students to develop their own judgments based on specific criteria or standards
4. To give more room for student input, making them more difficult to answer.
5. To be able to use the concepts he or she learned to create solutions, things, processes and other products of knowledge.

These two main types of questions included the six cognitive levels. Each of them measures specific sub- domain.

Table (1). Cognitive Domain Questions

	Level	Definition	Sample verb	
1.	knowledge	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Remember Recognize Identify Describe Examine	Memorize Recall define list
2.	Comprehension	Student translates, comprehends, or interprets information based on prior learning.	Summarize Contrast distinguish Estimate Classify locate	compare extend paraphrase
3.	Application	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Apply Choose Demonstrate Illustrate simulate	Adapt Construct
4.	Analysis	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Diagram Calculate Compare Select Evaluate	Differentiate Discriminate Contrast Explain
5.	Synthesis	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Categorize Compose Formulate Reorganize	Combine Design Manage create
6.	Evaluation	Student appraises, assesses, or comments on a basis of specific standards and criteria.	Appraise Judge Rate Justify	Assess Predict Support

It was noticed that both of the two types of questions are required in teaching process. Teachers should practice both of them. Their students should have more room to express their opinions or judgments.

2. Context of the problem

a. **The researcher experience** at the English department. He noticed that the students were used to memorization and remembering. When they are asked to analyze or judge or state their views, their answers were not right. Therefore, it affected their level of English language.

b. **Two pilot studies** were conducted in two different English courses; English for Business and Sociolinguistics.

i.   **The first** was conducted on 24 students studying English for business. Questions were divided into two parts, low-level questions like define and translate, whereas the second part was high-level questions including comparison between different types of unemployment and state which one had a bad effect on society. The success rate was 68.4% for the first part of questions and 19% for the high-level questions.

ii.   **The second** pilot study was conducted on six students enrolled in sociolinguistics course. There were four questions. The first was definitions for five terms included in the course. The second was discussing the relationship between language and gender in their region. The success rate was 83.3% for the first and 3.33% for the second. This referred to their memorization of knowledge. However, they did not reflect this knowledge to other level.

3.   Aim of the research

The present research aimed to
- Investigate the EFL teachers' techniques used in classroom and their impact on students' performance.

4.   Questions of the research

The present research attempted to answer the following questions:
- What are the actual teachers' questions techniques in the classroom for university students?
- What is the effect of using such techniques on students' performance?

5.   Delimitations of the research

➢   The research was delimited to:
1.   Ten teachers and thirty students from English Department at Mustaqbal University.
2.   Questions techniques used by the teachers and their impact on students' performance.
3.   The first semester of (2022/2023).

6.   **Instruments and materials of the research**

The researcher designed and used the following:

1.   **An Observation list** for the courses they taught. This study employed the Interactive model of data analysis (Miles & Huberman, 1994). This model consists of four steps.
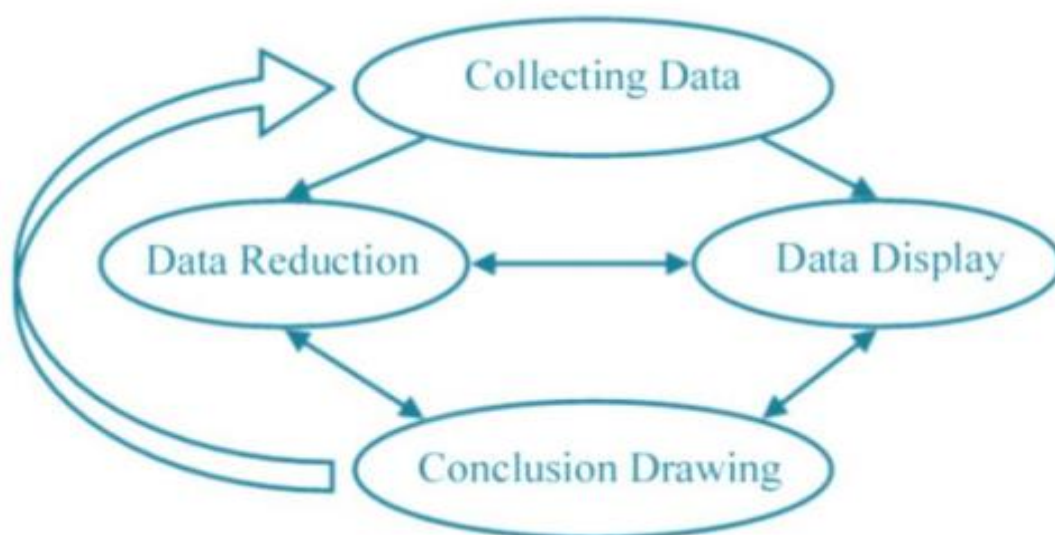
Fig. (4). Interactive model of data analysis (Miles & Huberman, 1994 :p 50)

The first stage is collecting data. The researcher gathered the questions asked in sixty-five courses with 313 questions asked. It included ten teachers in English department. The researcher classified data according to the cognitive domain. Then he reduced the obtained data by omitting irrelevant ones. Their questions were written and analyzed according to Bloom' taxonomy. Teachers' names were changed to T1 to T10.

2.   **The interviews**.

The interview was the second tool used by the researcher to investigate the effect of questions' types upon students' performance. Interviews are divided into four main types. The following figure summarized these types.

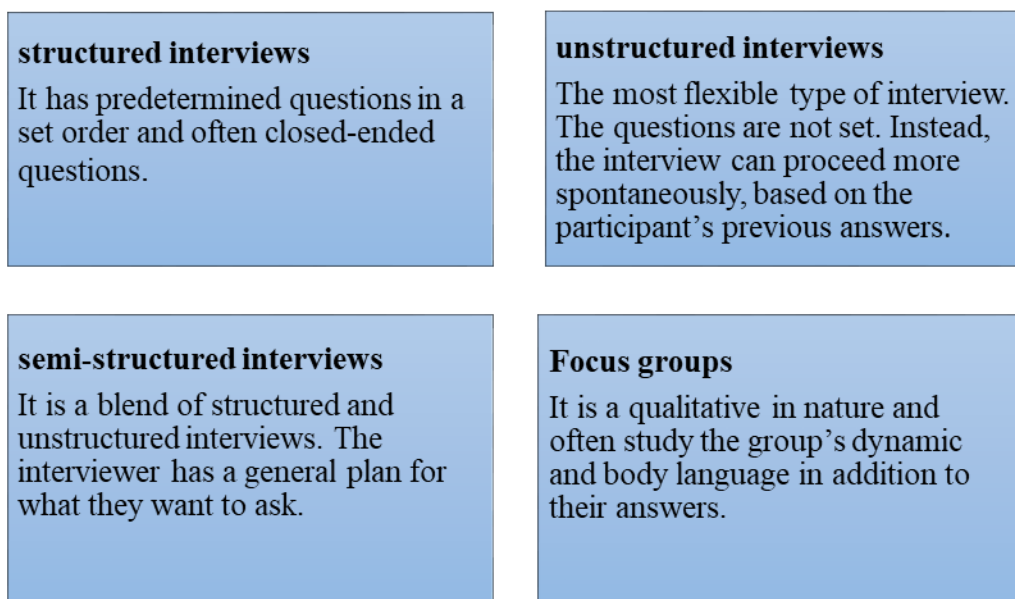| structured interviews	unstructured interviews
It has predetermined questions in a set order and often closed-ended questions.	The most flexible type of interview. The questions are not set. Instead, the interview can proceed more spontaneously, based on the participant's previous answers.
semi-structured interviews	Focus groups
It is a blend of structured and unstructured interviews. The interviewer has a general plan for what they want to ask.	It is a qualitative in nature and often study the group's dynamic and body language in addition to their answers.

Fig. (5). Types of Interviews

This research adopted the semi-structured interview. George (2022) summarized the types of interviews as it is used in quantitative research and the researcher could ask additional questions if needed. The interviews were conducted two times with the chosen sample of the students. The first time was before analyzing teachers' questions techniques and the second time after analyzing and providing teachers with feedback for questioning techniques.

3. The Teacher's guide for questioning techniques

Based on the researcher's observation sheets that included 313 questions asked by teachers and the first interview with the students, he collected these data and explained details about the types of the questions asked by teachers in the guide. Furthermore, he held workshops with the teachers to explain this and respond to their inquiry about the questioning techniques.

7.   **Definition of terms**

•   **Questions techniques**

It was difined as the procedures used by teachers in classrooms interactions to met the objectives of the curriculum (Ziyaeemehr 2016, p. 429). It was used in this research as techniques used by the teachers inside classroom to achieve certain objectives.

➢   **Students' performance**

be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time ((Narad and Abdullah, 2016, p. 12).

8.   Review of literature

Magnusson (2022) examined teacher questions on texts reviewed during completely reading comprehension instruction class across 51 lessons in 26 Norwegian eight-grade language arts classrooms. Through video observations, the study (a) identified text dependent vs. otherwise text-related teacher questions, (b) deductively examined frequency patterns of text-dependent questions based on three reading literacy processes: locating   information,   understanding,   and reflecting/evaluating, and (c) examined the relative time allocated to various question-response literacy interactions arising from text-dependent teacher questions. Findings showed that teachers mostly asked questions that required students to interpret or reflect, while they hardly asked any questions that required students to assess the quality and credibility of texts.

Putri & Dafit (2022) examined how the ability of teachers to apply questioning skills in elementary schools, whether teachers can build questioning skills well or not. The approach used in this research is descriptive qualitative. The research subjects found five classroom teachers. They collected data through observation and interviews, namely aspects of observation and interview questions based on the components of basic questioning skills and advanced questioning skills. The data analysis used is the concept of Miles and Huberman with the stages of data reduction, data presentation and verification. The research results were teachers mastered questioning skills quite well, but they were not optimal in further questioning skills. Questioning skills are essential because this can increase students' motivation and interest in learning to become more active and develop students' critical and creative thinking skills. Teachers should need to re-learn the components of questioning skills to have a better influence on the learning that students receive.

Suryana & Yulia. (2021) aimed to emphasize upon the role of a teacher's or mentor's questioning skills in the development of students' critical thinking skills in Rumah Anak Sholeh (RAS) institute. By using a mixed method research design, the study took shape of a case study. With the researcher, being the key instrument, the data collection process

was carried out through in-depth interviews, participatory observation, and documentation research. To ensure the validity of the data, a triangulation process was carried out. The results found that children's critical thinking skills are formed by two principles: first, teacher's questioning skills which acted as mentoring principles; second, questions framed in open-ended question model. These two principles essentially supported the function of teacher's questioning skills so that students not only received information but managed information, resulting in the development of children's critical thinking skills. The findings have interesting implications because the characteristics found in children because of the questioning model are not usually found in formal school levels.

Fatmawati (2020)   aimed to identify and investigate questioning strategies used by teachers in EFL classroom interaction. The data were collected by qualitative research in 2015 from a University teacher of STKIP YPUP Makassar by using classroom observation and interview the teachers and students. To analyze the data, the researcher used three key stages by Miles and Huberman (1994) namely data reduction, data display, and conclusion drawing/verification. The findings showed that the teacher applied questioning-planning strategies, question-controlling strategies, and nomination strategies.

Khaing (2020) focused on the students' attitudes towards the qualities of a good language teacher in EFL classrooms . This study examines the qualities and competencies that make a good language teacher. The objectives are to identify students' attitude on the qualities of language teachers and to find out the prominent features of a good language teacher. The data are collected from the Third Year English specialization students from Mandalay Universities of Foreign Languages by means of a set of questionnaire adapted from Murdoch (١٩٩٧)

Rachmawaty & Ariani (2019) studied the types of questions used by the English teachers based on the purposes of questioning as proposed by Scrivener (2012). This study employed descriptive or explorative case study. This design allowed the researcher to investigate phenomena within the participants" real life contexts. There were two English teachers involved as the subject of this study. The data were collected through observation and analyzed through some stages based on the interactive model of data analysis. The findings showed that check questions were more frequently uttered by the teachers than real

questions and concept questions in both classes. It was also revealed that teachers" beliefs in teaching English as foreign language seemed to influence the types of questions used by teachers in the classroom. This study provides several implications for the implementation of teacher questions in EFL classroom.

Rimmer (2019) attempted to explore patterns of questions used by EFL teachers in a classroom environment. Using an observation methodology, four teachers were observed in class and a transcript made of the questions they each asked their learners. The teachers were then asked to attempt a classification of the question types in order to gain an insight into the strategy from the perspective of teacher cognition. The results confirmed that questioning is a major teaching technique that is appreciated by teachers and manipulated for a variety of pedagogical purposes. Questions most valued by teachers as instrumental in achieving quality learning were those that guided learners to the pursuit of meaningful and motivating goals with a high degree of cognitive and linguistic challenge .

Masyruha (2018) examined students' questioning strategies in EFL classroom interaction is aimed at investigating: (1) the types of students questioning strategies that appeared in the EFL classroom interaction; (2) the levels of students questioning strategies that appeared in the EFL classroom interaction; and (2) the students' perceptions regarding to their questions strategies in the EFL classroom interaction. This research employed descriptive qualitative research. It applied purposive random sampling technique in selecting sample. The participants of this research were a class C of third semester English students at Graduate Program of English Education Department in State University of Makassar of academic year 2018/2019. The data were collected by employing video recording and interview. The obtained data was scripted and analyzed based on interactive model of Miles & Huberman, (1994) namely: (1) data reduction, (2) data display, and (3) conclusion drawing and verification. The results of this research showed that; (1) the types of students questioning strategies that appeared in the EFL classroom interaction are referential questions and display questions; (2) the level of students' questioning respectively lies out on higher and lower level of cognitive questions which divided into three level; remembering, understanding and applying; (3) each students has different perception regarding the questioning strategies. Some students ask questions because they did not understand the material discussed

while the other students ask questions only because the topic is interesting. Furthermore, in asking questions, majority of students write down in their questions first to make sure that their questions is suitable with the topic. Finally, each student has different ways to make sure that the presenter understands regarding their questions .

Sujariati et al (2016) attempted to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The samples of this research were the teachers of senior high school in Gowa (SMAN 1 Bontomarannu). The approach employed in this research was qualitative one. The type of this research belongs to discourse analysis. Data collection of this research was conducted through recording, observation, and interview. The data gathered were analyzed through conversation analysis which were used in analyzing teacher's questioning strategies, the reasons and the effects on students learning activities in EFL classroom. The research findings showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The open/closed questions and display questions were the dominant, it depends on the material that the teacher transferred to the students. Otherwise, the recall and referential questions, it used only a few times by teacher. The teacher also was applying other strategies, it was repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding showed the positive effects from the use of questioning strategies that were applied by the teachers in EFL Classroom. It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students did a good interaction through questioning strategies .

Yuliawati (2016) aimed to analyse of teacher's questioning and students' critical thinking in English classroom. This study aimed to answer: (1) what are the types of teachers' questioning, (2&3) how many questions that belongs to the Lower-Cognitive as were as the Higher-Cognitive. (4) It is also examined the analysis of teacher's questioning in the classroom that could facilitate student's critical thinking especially in English as a Foreign Language (EFL) Classroom. The study is done through a classroom observation, recording and transcription of the recorded data in six different classes. The teacher's question were compiled and classified into each level that belongs to the Lower-

Cognitive Questions and Higher-Cognitive Questions. The questions compiled were 202 questions that was related to the lesson. The result showed that (1) mostly, the types of question's that were asked belongs to knowledge levels (46.53%), (2) 67.3% teachers questioning are under Lower-Cognitive Questions, (3) 32.7% belongs to the Higher Cognitive Questions, (4) it proved that in this study, the teacher's questioning could not facilitate students to think critically

Erdogan et al. (2008) explored the effect of teacher questions, question types, and interaction patterns that coincide with high and low levels of constructivist teaching practices. Through both quantitative and qualitative methods the findings revealed that teachers facilitating classrooms with high levels of constructivist teaching practices (HLCTP) were very active as they asked a significantly greater number of questions compared to teachers facilitating classrooms with low levels of constructivists teaching practices (LLCTP). In addition, teachers facilitating with HLCTP used a significantly greater number of open- ended questions when compared with other types of questions (closed- ended questions and task- oriented questions). Closed- ended questions were found in the HLCTP classrooms as teachers were concerned with focusing students on completing investigations, but open- ended questions were more often found with the aim of promoting student actions attuned to knowledge construction.

Design of the research

This research was a qualitative one as it conducted to limited number of participants. In order to fulfill the research objective to investigate the questions types and techniques asked by teachers and their students' performance

9. **Participants of the research**

The research sample consisted of ten teachers and thirty students. For teachers, they have teaching experience ranged from four years to eleven years in teaching. Four of them hold a PhD degree in teaching English whereas the other six hold Master degree in TEFL.

For students, they were thirty students chosen as a random sample to hold interviews. Their ages ranged from 20 to 34 years. They were interviewed twice. The first was before conducted the observation list to define the teachers' types of questions. The second one was conducted after the analysis and the teachers' guide for questioning techniques.

10. Results
1.　　　Observation list results

Concerning the first research question about the types of questions asked in classroom, the researcher analyzed them in the following table. Then an associated professor in the field of English language teaching revised it. It showed the types of questions asked by each teacher. After that, he displayed data as shown in the next table. Finally, he would discuss and interpret data.

Table (2). Observation list (for the teachers' questions)

Teacher	Course	Knowledge	comprehension	Application	Analysis	Synthesis	evaluation
T1	1.　　Conventional Aids	√ √	√				
	2.　　English 2 for business	√　√	√ √	√		√	
	3.　　Essay writing 1	√ √	√√				
	4.　　English 2 for Law	√√		√√			
	5.　　English 1 for Law	√√ √	√				
	6.　　Reading 111	√√√	√				
	7.　　TEFL	√√	√	√			
	8.　　Language Testing	√√√	√√	√			
	٤٥	١٩	١٠	١٥		١	
Tt2	9.　　Language Acquisition	√√√√			√		
	10.　Morphology & Syntax	√√√		√	√√		
	11.　Listening 002	√√					
	12.　Syntax	√	√	√		√	
	13.　Prep English 2	√√	√		√		
	٢١	١٢	٢	٢	٤	١	
T3	14.　Topics in Applied linguistics	√√√	√	√	√√		
	15.　Computer assisted language learning	√ √	√ √	√ √			√
	16.　Essay writing 2	√ √	√ √	√ √	√		
	17.　Poetry	√ √ √ √	√	√	√		
	18.　Grammar 111	√ √√	√ √√	√			
	19.　Intro. to Literature	√ √√	√√	√√	√		

	20. Intro. To linguistics 1	√	√	√	√		
	21. Selected works in American and British literature	√	√	√	√		
	٥١	**١٩**	**١٣**	**١١**	**٧**		**١**
T4	22. Intro to Report Writing	√	√ √				
	23. Academic and Professional Communication		√√	√ √	√		
	24. Drama	√	√√	√√			
	25. Intro. to literature	√√	√		√		
	26. English for law	√	√	√√			
	27. Intro. to literature	√	√	√		√	
	28. Phonology	√√	√	√		√	
	29. Writing 112	√	√√	√√	√√	√	
	30. Topics in applied linguistics	√√	√	√			
	42	**11**	**13**	**11**	**4**	**3**	
T5	31. Intro to Report Writing	√√	√				
	32. Essay writing 1	√√	√√	√			
	33. CALL	√√	√				
	34. Computational linguistics	√√	√				
	35. Intro to Linguistics	√√	√				
	36. English 1 for business	√√	√√				
	21	**12**	**8**	**1**			
T6	37. Writing 112	√√	√	√√			
	38. English 1 for business	√	√√	√			
	39. Essay Writing 3		√√	√√			
	40. Reading II	√	√√	√			
	41. Writing I	√√	√√			√	
	42. Writing II		√√	√√			
	43. Introduction to Translation Theories	√√	√	√√			
	31	**8**	**12**	**10**		**1**	
T7	44. Grammar 2	√	√√√	√			
	45. Listening 2	√	√√√				
	46. Conventional Aids	√√√	√√				
	47. Contrastive Analysis	√	√√	√	√		

	48.　　Essay writing 3		√ √√		√		
	49.　　Intro. To Academic Discourse	√	√√	√	√		
	50.　　Fiction	√	√√				
	31	**8**	**17**	**3**	**3**		
T8	51.　　English 2 for Business		√√√		√		
	52.　　Introduction to Applied　Linguistics	√√		√√	√		
	53.　　English 2 for Law		√√	√√			
	54.　　Reading 112	√√	√	√			
	55.　　Semantics & Pragmatics	√√	√√	√	√		
	56.　　Sociolinguistics	√√	√	√√			
	57.　　Teaching English as a Foreign Language	√	√√	√	√		
	33	**9**	**11**	**9**	**4**		
T9	58.　　Prep English II	√√	√√√√		√	√	
	59.　　Psycholinguistics	√√√	√				
	60.　　Essay Writing 2		√√	√√			
	61.　　English 1 for Law	√	√√	√√			
	62.　　Language Testing	√√√	√				
	25	**9**	**10**	**4**	**1**	**1**	
T10	63.　　Contrastive Analysis	√√	√√				
	64.　　Psycholinguistics	√√	√√				
	65.　　English 1 for Business	√	√√√	√			
	13	**5**	**7**	**1**			
Total	65 course	112	103	67	٢٣	٧	١
Percentage	313 questions		35.8%	33%	21.4%	٧.3$	2.2%	.3%
Percentage	313	282			٣١			
Percentage	100%	90.1%			9.9%			

The previous table shoed the number of courses with each type related to the courses themselves. They were sixty – five courses that taught by ten teachers. The next table showed the number of questions asked by every teacher in whole courses

Table (3). The number of questions asked by every teacher

Teacher	Number of questions asked	Type of level of knowledge					
		Knowledge	comprehension	Application	Analysis	Synthesis	Evaluation
T1	45	19	10	15		1	
T2	21	12	2	2	4	1	
T3	51	19	13	11	7		1
T4	42	11	13	11	4	3	
T5	21	12	8	1			
T6	31	8	12	10		1	
T7	31	8	17	3	3		
T8	33	9	11	9	4		
T9	25	9	10	4	1	1	
T10	13	5	7	1			
Total	313	112	103	67	23	7	1
percentage		35.8%	33%	21.4%	7.3%	2.2%	.3%

From the data, it showed that most of the teachers' questions fall into remembering level. Most of the content of the question can be found in the topic being discussed, so there will be definite answer for each. The results of the previous table showed that knowledge represented more than a third of the questions asked by the teacher. The comprehension questions came second by 33%. The application questions came third by 21.4%. This result referred that 90.2% of the questions were low-level questions. Therefore, the students' response to these questions were limited to specific knowledge. They memorized and forgot this information. This led to the low level of the students' in the exit exam. The students' results were 42% in the first term 2022, 52% in the second term exit exams 2022. It was noticed that more than 35% were remembering questions. They were frequently asked more than other types of questions.

The main question asked in the classrooms were definition. It was asked in every classroom. They also asked questions about fundamental

facts, terms, and basic concepts of the certain topic. An example of remembering knowledge:

Teacher: Define Psycholinguistics

Student: it is a combination of psychology and linguistics

The student answered from his understanding of the content of the course. The teacher told him that it was wrong. When I discussed with the teacher why the students' answer was wrong, he told me he asked for specific information as mentioned in the book. Therefore, students were asked to memorize only. Such questions were repeated in each of class observation. Teachers asked students to memorize these definitions for the midterm exam and final exams. As a result, the students memorized by heart.

Comprehension questions represented the second types of questions asked by the teachers. Most of these questions asked in the reading, linguistics and translation classes. In one of the reading classes the researcher observed, the teacher asked students to read a passage about the unemployed in the world. They were asked different questions based on their understanding of the reading passage. They were not able to answer correctly such questions.

2. Analyzing students' performance

For the second research question about the effect of these techniques on students' performance, the researcher conducted two interviews with the students. The first was after analyzing teachers' questions and the second was after conducting teacher's questions guide to the teachers.

3. Semi-Structured Interviews:

Brinkmann (2014) stated that a semi-structured interview is used in research to obtain in depth information and insight on the examined topic. Thus, this study used the semi-structured interview instrument to provide further insight and in-depth information into the effects of question techniques on the students' performance. The semi-structured interview questions were intended to elicit the participants' experience. The interview mainly consisted of five questions. They are as followings:

a. Are you interested in teachers' questions?

b. Have you worked with a team to solve a problem?

c. I listened to teachers' question to …………. (Choose one answer).

    1. be ready for exams

    2. to follow the teachers' explanation

    3. to communicate with the teacher

    d. Have you ever asked the teacher in the classroom?

    e. Have you been asked about your opinion in the lecture content?

The main goal of the interview was to notice the students' performance related to the questions type and their reaction to these questions. The following table summarized their responses to the first interview.

Table (4). Students' responses to the first interview.

Questions	Students' responses	
1. Are you interested in teachers' questions?	Yes 22	No 8
2. I listened to teachers' question to …………. (Choose one answer). a. be ready for exams b. to follow the teachers' explanation c. to communicate with the teacher	a. 28 b. 2 c. 0	
3. Have you worked with a team to solve a problem?	2	28
4. Have you ever asked the teacher in the classroom?	7	23
5. Have you been asked about your opinion in the lecture content?	3	27

4. Analyzing the first interview

It was noticed that the students' responses to the first question were 22 students represented 73.3% of the sample. It showed that the majority of the students are not interested in teachers' questions in the classroom. When I discussed this question with the students, they told me they were interested only if it would be in the midterm exam or final exam. For the second question, it aimed to investigate the reason for their interest. More than 93% of the response were for the first choice. It was to be ready for the exam. This was the main goal of interest. They listened carefully when it was related to the exams. Only 6.3% listened to their teachers to follow explanation. As well as the second, the third question responses were the same. For the fourth question, 76.6% of the

students did not ask the teachers in the classroom. Finally, 90% of the sample were not asked about their opinion related to the course content.

5. Analyzing the second interview

After analyzing the classroom question techniques. The researcher composed the teacher's guide for the questioning techniques. He held a workshop for the teacher to discuss the questions techniques and the need to involve higher levels of questions into the classrooms. The second interview took place within three weeks after the workshop. The main goal was to analyze the difference in questions asked by the teacher after the workshop. The following table compared the students' response before and after the observation and the teachers' guide.

Table (5). Students' responses to the first and second interview.

Questions	Students' responses for the first interview		Students' responses for the second interview	
1. Are you interested in teachers' questions?	Yes 22	No 8	Yes 28	No 2
2. I listened to teachers' question to …………. (Choose one answer). a. be ready for exams b. to follow the teachers' explanation c. to communicate with the teacher	a. 28 b. 2 c. 0		a. 25 b. 2 c. 1	
3. Have you worked with a team to solve a problem?	2	28	8	22
4. Have you ever asked the teacher in the classroom?	7	23	19	11
5. Have you been asked about your opinion in the lecture content?	3	27	20	10

6. Analysis and Discussion of Teachers' Interviews Responses:

The students' answers for the first question were 93.3% compared to 73.3% in the first interview. They were interested in teachers' questions. They felt that these questions had many purposes for them. Therefore, this question led to the second one that defined these purposes.

The students' answers to the second question were 83.3% for the exam interest in the second interview compared to 93.3% for the second interview. Therefore, the students' interest for the questions as a tool for exams had slightly changed after the teachers' workshop about adopting high-level questions techniques.

The answers for the third question were unsatisfied. It was 26.6% for the second meeting compared to 6.6% for the first meeting. The students did feel much better or change related to this questions. When I discussed with two of the students about their choices, they justified their wishes to do that but they did not use to do such teamwork before.

The students' answers for the fourth question were 63.3% for the second compared to 23.3% for the first interview. It means that there a change from teachers and students related to their questions technique. The students felt that they could had the right to ask for different reasons.

The students' answers to the fifth questions were 66.6% for the second interview compared with 10% for the first interview. The teachers asked their students about their opinions not in the topics but also in the course content. Therefore, the students could participate in the evaluation and development of their skills as well the course content.

The students who participated in the interviews were seeking to develop their language skills not just only memorization or recalling for exam. They would like to ask about different parts of the course content they studied. However, the lower type's questions imposed by the teachers inside the class made them memorize specific or limited knowledge to pass the exams. Then, it has been clear that the process of students thinking still on the lowest level of the taxonomy and it was knowledge.

Discussion

The aim of this research was to investigate the EFL teachers' questions techniques in their classrooms and their impact on students' performance. The implementation of analysis of the teachers' questions teachniques continued for two months. Additionally, there were two

interviews with thirty students. These interviews showed the impact of such low level questions on their performance. Students were asked to memorize or recall their information. Therefefore, the students become less interested in practicing or improving his/her language skills. Moreover, the students become less motivated in learning English language. The teachers's questions techniques are not just effective for the university students, but also for the all learners of English language classroom. The other studies that reported significant impact for questions techniques such as: Magnusson (2022) that assured the asking questions in reading classes to understanding the reading comprehension, Sujariati et al (2016) that emphasized the role of questions techniques to create positive interaction between teacher and students. & Rachmawaty & Ariani (2019) that provided several implications for the implementation of teacher questions in EFL classroom.These findings can be attributed to several factors, such as:

- The lower type's questions imposed by the teachers in the classroom has a negative effect on students' performance.
- Adopting high-level questions develop students' interest in English language learning.
- Additionally, high-level questions provide students with opportunities to develop his language skills and critical thinking.
- Teachers' questions techniques create positive interaction into English language classroom.

Conclusion

The types of teacher's questions investigated in this study fall into low-level of Bloom's taxonomy that were restricted to the topic being discussed. Additionally, it determined the quality of the teachers' contents. However, the students reach the applying level of knowledge; they are required to be motivated by the teachers' questions that represent the starting point for their participation in the classrooms. The question where the teachers still insisted to clarify the issue by asking another perspective that might present various answers. The students should be attracted by the teachers' questions techniques. Furthermore, the students should participated in the learning process. They represented the center of learning process.

Finally, it could be concluded that the types of teachers' questioning do not determine the quality of the question only but also the level of students' questions. The research finding stated regarding the teachers' questions that, the teachers should ask students high-level questions; motivate their students to evaluate the knowledge and their teaching content. They should develop their practical skills not just only memorization or recalling. Additionally, they should urge their students to express their opinions and encourage collaboration in classrooms.

Recommendation

In this study, the researcher recommends that

1. Adopting students' center techniques is heart of learning process.
2. The teacher should move his students from individual work to team and group work.
3. Longitudinal studies are required and recommended to investigate the high-level questions techniques over a more extended period.

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