Teachers’ and Students’ Attitudes towards the Effect of Referential Questions on EFL Classroom Interaction

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

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Examiner: Mrs. Soraya BECHOUA

2015-2016
Dedication

I dedicate this dissertation:
To my dear parents, sister, and brothers.
To all my teachers especially my supervisor.
To my husband and his family.
To all my friends and those who love me.
To my nephews Mohamed and Abd elrahman.
To my nieces Nada and Lina.
Acknowledgements

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Mrs. Soumia BOUAZIZ for her guidance, support, help, and patience throughout this study.

I would like to express my warm thanks to Mrs. Soraya BECHOUA who accepted to read, examine, and evaluate my research work.

I owe thanks to all teachers and third year LMD students of the English Department at Larbi Ben M’Hidi University for their collaboration in this research.

I am infinitely grateful to my parents for being supportive throughout my schooling and who never hesitated to give help whenever needed.

Appreciation goes also to all those who helped me in one way or another to realize this work.
Abstract

This research aims at investigating English as a foreign language teachers’ and students’ attitudes towards the effect of referential questions on classroom interaction. The hypothesis adopted in this study sets out that both teachers and students will have positive attitudes towards referential questions as a way to increase classroom interaction. To reach the aim, the study follows the descriptive method and the data was gathered by designing two questionnaires addressed to teachers and third year LMD students of the English Department at Larbi Ben M’Hidi University. The analysis of the questionnaires showed that both teachers and students are aware of the importance of classroom interaction. The latter is increased when referential questions are asked. It is also found that referential questions facilitate students’ participation and learning. In the light of these results, the earlier stated hypothesis was successfully confirmed in that English as a foreign language teachers and students have positive attitudes towards the effect of referential questions on classroom interaction.
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<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>FL</td>
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Statement of the Problem

In the field of foreign language learning, classroom interaction has been considered to play a significant role in improving students’ talk. Through interaction, knowledge is constructed and skills are developed. Unfortunately, a common problem that teachers always face is dealing with passive class where students are unproductive and avoid interaction due to shyness, poor language ability or lack of confidence along with so many other factors. As a result, interaction between the teacher and students and even among students is almost absent. Teachers usually initiate interaction through questioning. They spend most of their instructional time asking different kinds of questions including referential questions. Referential questions invite students to express their views, opinions, clarify, or explain. Using questions in the classroom can be helpful since it engages students with course content, instructor, and other students. However, it is important for the teacher to know what kind and how questions are used in order to provide an effective interaction.

Aim of the Study

The act of teacher questioning is one of the classroom aspects. Thus, the study about classroom interaction is important and worth to be investigated. The present study attempts to investigate teachers’ and students’ attitudes towards the effect of referential questions on English as a Foreign Language classroom interaction.

Research Questions and Hypotheses

In order to know about teachers’ and students’ attitudes towards the impact of referential questions on EFL classroom interaction, it is important to ask the following questions:

1. What are teachers’ attitudes towards the effect of referential questions on EFL classroom interaction?
2. What are students’ attitudes towards the effect of referential questions on EFL classroom interaction?
Based on the previous questions, we hypothesized:

- Teachers will have positive attitudes towards the effect of referential questions on EFL classroom interaction.
- Students will have positive attitudes towards the effect of referential questions on EFL classroom interaction.

**Methodology**

The present study follows the descriptive method since it can determine teachers’ and students’ views towards the effectiveness of referential questions on EFL classroom interaction. This method is appropriate to give general description of the phenomenon. In order to conduct our investigation, we used the questionnaire as a tool for gathering data. The questionnaire was addressed to both teachers and students of the English department at O.E.B University. Teachers’ questionnaire in this work was handed to twenty teachers (20) from a population of thirty eight teachers (38). Besides, students’ questionnaire was addressed to a sample of sixty students (60) selected randomly from a population of one hundred forty four (144) third year LMD students.

**Structure of the Study**

The dissertation is made up of two chapters; the theoretical part and the practical part. The theoretical part is divided into two sections. The first one is about teacher questioning starting by its definition, its importance, characteristics of good questions, its types, and finally its techniques and strategies. The second one is concerned with classroom interaction; definition of interaction, teacher’ talk, teacher’ roles, characteristics of good teacher, students’ talk. Finally, it deals with classroom interaction types. The practical part deals with data analysis. It provides a clear and detailed analysis of both teachers’ and students’ questionnaires.
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Section One: Asking Questions in the EFL Classroom

Introduction

In this section, we will review the art of teacher questioning, its importance, and its types including display and referential questions. We will also discuss the reasons behind teacher questioning and the characteristics of good questions. Finally, we will mention some of the strategies that teacher may follow in the questioning process and how he/she deals with students answers.

1.1.1 Kinds of Sentences

When students learn to write, they start by learning the kinds of sentences and punctuation marks which differ from one sentence to another. There are many kinds of sentences that we use in everyday conversation including declarative, imperative, exclamatory, and interrogative i.e. a question.

1.1.1.1 Declarative Sentence

Declarative sentences are the commonest and the most used in the majority of everyday conversation. Gabbay and Guenthner (2003, p. 39) claimed that “declarative sentences are the vehicles for communication of information”. They usually make statements or express opinions. Thus, they make a declaration. For example,

It is too cold outside.

1.1.1.2 Imperative Sentence

Cowan (2008, p. 110) asserted “imperatives are used to convey command, orders, instruction and requests”. In other words, imperative sentence is a sentence which tells someone to do something, give advice, or expresses requests and commands as shown in the following example:

Close the door.

This type of sentences may end with a period (.) or with exclamation mark (!).

1.1.1.3 Exclamatory Sentence

Plante (2015, p. 25) claimed “exclamatory sentences are sentences that show emotion or strong feelings”. That is to say, this type of sentences express emotions such as anger, love, sorrow, fear, happiness, excitement, surprise etc. It ends with an exclamation point (!). For example,
1.1.1.4 Interrogative Sentence (Question)

An interrogative sentence is used when asking questions and it always ends with a question mark (?). For example:
Do you want coffee, tea, or soda?

1.1.2 An Overview about Teacher Questioning

Walsh and Sattes (2005) claim that teacher questioning is an important aspect of teacher talk and the heart of effective teaching in the classroom. Questioning is the primary reason leading to teaching-learning process (Gall, 1986; Nunan, 1991). In addition, questioning has an important role in language acquisition since language learners usually have the chance to be involved in the classroom when they are asked a question (Ellis, 1994). The activity of questioning is viewed as a pattern of communication between teacher and students in the classroom.

1.1.2.1 Definition of Question

Questions have long been used as a teaching tool by teachers and preceptors to assess students’ knowledge, promote comprehension, and stimulate critical thinking. The Longman Dictionary of Language Teaching and Applied Linguistics (1992) claimed, “Questions” in general, refers to the utterances which are addressed to a listener/reader and ask for an expression of fact, opinion, ideas… etc. Question can also be defined as a sentence, phrase, or gesture that seeks information through a reply. In addition, the Concise Oxford Dictionary (Allen, 1990, p. 980) defined a question as “a sentence worded or expressed so as to seek information” or “a problem requiring an answer or solution”.

1.1.2.2 Characteristics of Good Questioning

Questions play an important role in the learning process. That’s why teacher need to plan questions carefully. Aggarwal (2009) provided many characteristics of good questions. First, teacher should use simple language when asking questions. Second, questions should be ranked. They should not be too easy or too difficult. Thus, learners will be interested and encouraged to answer. In addition, questions should be clear, brief, and not ambiguous. This will help students to understand the question easily. Besides, when asking a question, teacher must take into consideration students’ level. In other words, questions should be appropriate to the students’ ability. Aggarwal (p.149) also claims that questions should be relevant to the topic being thought. Moreover, teacher should not repeat asking the question unless if he/she feels that students are not following.
Another thing is that the teacher should try to change the form of the question. For example, he/she may ask the question again using different words or paraphrase in order to make it easy for students to understand. Questions should be interesting. This will motivate and help students to be active and involved in the learning process. Another characteristic is that yes/no questions should be avoided. Thus, the teacher should ask questions which stimulate students to think critically. Further, questions should be related to each other. They should be in a sequence so that the lesson develops properly. Furthermore, teacher should distribute questions to all students not only volunteers. Finally, the most important thing is that after asking the question, the teacher should give students time to reflect and think.

1.1.3 Reasons of Asking Questions

The art of teacher questioning is remaining as one of the best tools which promote effective learning. In fact, questioning is still an essential component of good teaching. Teachers ask questions for a variety of reasons. Cotton (as cited in Roy Killen, 2006) made a list of reasons behind asking questions. The reasons are as follows:

- To encourage students to think and to be involved in the learning process.
- To assess students’ preparation.
- To stimulate critical thinking.
- To review and revise previous lessons.
- To promote reasoning and problem solving.
- To check and evaluate learners’ understanding.
- To encourage learners to pursue knowledge on their own.

On the other hand, Richard and Lockhart (1996, p.185) listed the following reasons behind teacher’ questioning:

- They encourage students to think and concentrate on the content of the lesson.
- They stimulate students’ interest.
- They help a teacher to explain what students said.
- They enable a teacher to elicit a particular aspect.
- They encourage students to be active and participate.
- They help teacher to evaluate students’ understanding.

According to Kauchak and Eggen (1989), questions in the classroom serve many functions. They are divided into three categories; diagnostic, instructional, and motivational functions.
1. Classroom questions allow the teacher to glimpse into students’ minds to find out their ideas, opinions, and how they think about the topic being taught.

2. Instructional function: questions can be used as a technique to facilitate for learners to learn the new knowledge.

3. Motivational function: the effective and the right use of questions can effectively involve students in the classroom, encourage, and challenge them to think.

1.1.4 What is Questioning Cycle?

Fusco (2012, p. 11) defines it as “a systematic method for using questions to collect information about students’ knowledge, encourage students to consider diverse ideas, and to build a community of thinkers”. This process is composed of eight steps. Here they are:

1- Putting lesson objectives and questions.
2- Outlining the questions.
3- Pose the question.
4- Giving time to students to think.
5- Listening to responses.
6- Evaluating responses.
7- Asking another question.
8- Reorganizing according to students responses.
1.1.4.1 Importance of Teacher’s Feedback

Providing students with feedback on their performance is an important aspect of teaching. Cook (2000) defined feedback as a teacher’s evaluation of students’ responses. There are two types of feedback: positive and negative feedback. Positive feedback is “positive sanctions or approval of learners’ production” (Chaudron, 1998, p. 132). It includes rewards and praise. On the contrary, negative feedback includes punishment and criticism. McNamara (1994) stated that negative feedback is different from positive feedback in that positive feedback has a positive reinforcement component, whereas, negative feedback has a punishment component. As a conclusion, teacher should provide his/her students with both positive and negative feedback.

1.1.5 Types of Questions

1.1.5.1 Bloom’s Taxonomy of Questions

Questions have been classified into several taxonomies. White (2010, p.10) claims that “Bloom’s taxonomy has been used in classroom for more than 40 years as a hierarchy of questions that progress from less to more complex”. Bloom’s original taxonomy is composed of three domains of educational objectives: cognitive, affective, and psychomotor. His taxonomy begins with the lowest levels (knowledge, comprehension, and application) to the highest levels (analysis, synthesis, and evaluation). Anderson and
Kratzhwohl (2001) updated Bloom’s taxonomy incorporating both level of thinking and between the original and the revised version is the change from the nouns to verbs in describing the categories and the orders of the highest levels of cognitive thinking were switched.

Table. 1

Comparison of the Original Bloom’s Taxonomy to the New Bloom’s Taxonomy (White, 2010, p. 10)

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Revised Taxonomy</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Creating</td>
</tr>
</tbody>
</table>

1.1.5.1.1 Knowledge Questions

This is the lowest level of questions and requires students to recall information. Students always think that this is the easiest type of questions to answer. Harrington and Terry (2008, p. 170) claimed that this type of questions test the students’ capacities to memorize and to recall terms, ideas, or facts without necessarily understanding the concept.

1.1.5.1.2 Comprehension Questions

This kind of questions is more difficult than the previous one. Haynes (2007, p. 39) claimed “ESL teachers rely heavily on comprehension questions to assess what students have understood and how students interpret the information they have learned”. In other words, this type of questions requires students to understand the main idea of a given material. After that students interpret and summarize the idea in their own words. In this level students start to show that they understand the meaning of what they have learned.

1.1.5.1.3 Application Questions

This kind of questions is considered to be more difficult than knowledge and comprehension questions. Teachers here ask students to take information they already know and apply it to a new situation. In other words, this type of questions encourages students to apply acquired knowledge or fact to a new situation in order to solve a problem.
These questions are considered more difficult to be answered. They require students to break down an idea or concept into parts. Then, students need to show and explain the relationship between these parts.

**1.5.1.6 Synthesis Questions**

Khirwadkar (2004, p. 274) proclaimed “questions at this level promote creativity. It requires students to produce products, patterns and ideas”. In other words, students here are asked to put different parts together to form a new whole and build relationship for a new situation.

**1.5.1.6 Evaluation Questions**

Khirwadkar (2004) considered this type as the most complex which involves a high level of thinking. It requires students to make judgment or assess the value of the material for a given purpose.

The following table represents an overview of Bloom’s taxonomy of questions. It summarizes the six levels of questions. The taxonomy helps the teacher to plan different questions which promote students’ thinking.
Table 2
Adapted from Taxonomy of Educational Objectives, by Benjamin S. Bloom (1984)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Language Functions</th>
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<tr>
<td><strong>Knowledge:</strong> tell me what you know or remember.</td>
<td>Who, what, when, where, omit, choose, name, select, recall, match…etc.</td>
</tr>
<tr>
<td>· What is…?</td>
<td></td>
</tr>
<tr>
<td>· Where is …?</td>
<td></td>
</tr>
<tr>
<td>· Which one…?</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension:</strong> demonstrate understanding of facts and ideas.</td>
<td>Compare, contrast, demonstrate, illustrate, rephrase, show, classify.</td>
</tr>
<tr>
<td>· How would you compare?</td>
<td></td>
</tr>
<tr>
<td>· Which is the best answer?</td>
<td></td>
</tr>
<tr>
<td>· How would you classify the type of…?</td>
<td></td>
</tr>
<tr>
<td><strong>Application:</strong> use what you learn in another way.</td>
<td>Apply, build, construct, develop, make use of, organize, plan, identify.</td>
</tr>
<tr>
<td>· How would you use…?</td>
<td></td>
</tr>
<tr>
<td>· What would result if…?</td>
<td></td>
</tr>
<tr>
<td>· What other way would you plan to…?</td>
<td></td>
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<tr>
<td><strong>Analysis:</strong> look at something closely to find out more about it.</td>
<td>Analyze, discover, dissect, infer, examine, and test.</td>
</tr>
<tr>
<td>· Why do you think…?</td>
<td></td>
</tr>
<tr>
<td>· What inference can you make…?</td>
<td></td>
</tr>
<tr>
<td>· What is the relation between…?</td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis:</strong> put ideas or part of things together.</td>
<td>Combine, create, design, formulate, invent, formulate.</td>
</tr>
<tr>
<td>· What ways could…?</td>
<td></td>
</tr>
<tr>
<td>· Why do you think…?</td>
<td></td>
</tr>
<tr>
<td>· Imagine…</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong> tell if something is right or wrong, bad or good.</td>
<td>Criticize, decide, evaluate, recommend, disapprove, agree.</td>
</tr>
<tr>
<td>· Do you agree/disagree…?</td>
<td></td>
</tr>
<tr>
<td>· Why do you think…?</td>
<td></td>
</tr>
<tr>
<td>· Decide if…</td>
<td></td>
</tr>
</tbody>
</table>
1.1.5.2 Display/Referential Questions

Questions are viewed as a contributing factor which leads to the development of students’ language (Arifin, 2012). Studies about teacher questioning introduced many types of questions. However, the distinction between display and referential questions has attracted a lot of attention.

1.1.5.2.1 Display Questions

Thornbury (1996) defined display questions as questions in which the answer is already known by the teacher. It is argued that the majority of teacher’s questions are display questions (Long & Sato, 1983; Thornbury, 1996). This type of questions is only used to test students’ prior knowledge (Ellis, 1994). For example:
What is the opposite of the verb to close?

1.1.5.2.2 Referential Questions

Referential questions are questions in which the answer is not known by the teacher. Such type of questions requires interpretations and judgments. Chaudron (1988, p. 127) claims that “referential questions promote greater learner productivity, and the latter would likely promote more meaningful communication between teacher and learner”. Chaudron (as cited in Long & Satto, 1983) claimed that ESL teacher use do not use referential questions so much in the classroom. Referential questions demand more thought and generate a longer response (Brown, 2001). It has been suggested that one way for teachers to make classes more communicative is by asking fewer display questions and more Referential questions. Thus, teacher needs to ask referential questions in order to engage students in the learning process.

1.1.6 Questioning Strategies

Since questions is important in the teaching learning process, it is essential for teacher to improve their questioning skills (Thompson, 1997). Teachers need to develop questioning strategies. These strategies include:

1.1.6.1 Pre-planning the Questions

Preparation is an essential component of questioning. Effective questions request teacher to make preparation. Question must be prepared beforehand. Ma (2008), Brown and Wragg (1993) stated that while preparing questions, teacher should decide on the purpose of the questions. Questions which have no goals are ineffective and are more likely to confuse students. According to Brown and Wragg (1993, p. 19) effective questioning is “a structure with a well defined focus”.

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1.1.6.2 Phrasing the Questions

In addition to the preparation of questions, teachers should phrase their questions. Ma (2008) claimed that questions need to be asked with understandable vocabulary and familiar terminology. Thus, they will be clear and easy for students.

1.1.6.3 Directing and Distributing Questions

Questions should be directed and distributed in the right way. Teachers can administer their questions by gesture, name, head movements, or by facial expressions (Brown & Wragg, 1993). However, in many classes, teachers still direct their questions only to those who engage more frequently (Nunan, 1991). According to Brown and Wragg (1993, p. 20), teachers should pay attention to their “blind spots” and distribute questions so that all members in the classroom are involved.

1.1.6.4 Wait Time

Wait time coined by Dr Mary Budd Rowe in 1972, is another crucial factor in teacher questioning. Wait time, which is the amount of time between teacher’s question and students’ answer, is so important and beneficial for students ‘thinking (Nunan, 1991; Ma, 2008). Fusco (2015) stated that the amount of time after teacher question is less than one second. As a result, this will have a negative effect on students’ responses because students have little time to think. However, Nunan (1991) claimed that when teachers increase wait time from three to five seconds, students’ responses length and participation increases. All in all, it is better for teachers to increase wait time after asking a question.

1.1.7 The Ways of Dealing with Students’ Answers

Besides the importance of teacher questioning, the way how the teacher deals with students’ answers also matter. Aggarwal (2009) suggested many ways of dealing with students’ answers after asking questions. Some of them are:

1.1.7.1 Appreciation

Teacher should always welcome and value students’ answers. This appreciation will help students to think more. Even though students’ answers are wrong, teacher should put in mind that students are trying and making efforts.

1.1.7.2 Analysis of Wrong Answers

Teacher should analyze the reasons when most of students answer wrongly. The reason may be due to difficult language used by the teacher. They may also be under
1.1.7.3 Encouragement of Learners

When students’ answers are in between, the teacher should encourage them to figure out their mistakes themselves. The teacher may analyze the reasons behind wrong answers by asking more questions.

1.1.7.4 Treatments of Wrong Answers

When students give wrong answers, teacher should get the right ones without explaining why the first answers are wrong. The teacher here must be patient when dealing with wrong answers.

Conclusion

Classroom talk is typically dominated by question-answer exchanges. Teachers spend a great portion of time asking different questions including referential questions. Teacher questioning is considered as the primary mean to get students’ attention and evaluate their progress. Therefore, it is important that teacher know how and which kind of question to use. Also, they should pay attention to their questioning skills for gaining good results. In addition, they should increase their amount of asking referential questions.
Section Two: Classroom Interaction

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Section Three: Referential Questions and Classroom Interaction

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Introduction

This section is concerned with classroom interaction. It will start by defining the term classroom interaction and showing the importance of interaction in EFL classes. After that, it will deal with teacher and student talk in the classroom. Then, it will discuss the types of classroom interaction. Finally, it will shed some light on the techniques for classroom interaction.

1.2.1 Definition of Classroom Interaction

Interaction occurs every day in classroom activities between teacher and students. According to Tsui (1995, p.165), “interaction is the collaborative exchange of thoughts, feeling, or ideas between two or more people”. Kalantari (2009) claimed that classroom interaction refers to the interaction between teacher and students in the classroom. It has a significant role in the classroom since it is the primary mean through which language is produced effectively. Brown (2001) relates interaction to communication: “interaction is, in fact, the heart of communication; it is what communication is all about (p. 165)”. In addition, Robinson (1994, p. 7) stated that interaction refers “to reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or non verbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental …etc”. This definition explains the nature of interaction which is a process of mutual sharing of information either between the teacher and students or between students themselves.

1.2.2 Importance of Classroom Interaction

Foreign language teaching and learning contain a kind of interaction between teacher and learners. Thus, interaction in EFL classroom is the basic in learning a FL. Classroom interaction is the only way by which language proficiency develops. According to Van Lier (as cited in Walsh, 2006), if a FL teacher wants to be effective teacher, interaction must be there in SLA curriculum. Allwright (1984) stated that classroom interaction provides authentic communication opportunities in the classroom. Besides, classroom interaction provides students with chances to receive feedback either by the teacher or by their classmates which is beneficial for them to develop their skills. In addition,
classroom interaction is very important for language learning and teaching since it leads to language acquisition and learning (Wu, 1998). Further, Long (1996, p.413) argued “interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need”.

1.2.3 Teacher Talk

Teacher talk is a crucial part of language teaching in EFL setting. Nunan (1991) claimed that teacher talk is so beneficial not only for the organization of the classroom, but also for the process of acquisition. Sinclair (1982, p. 165) stated that “teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions or explain activities and check students understands”. Thus, teacher talk is important because for students the teacher is the source of knowledge. Many scholars claimed that teacher talk makes up around 70% of classroom language (Chaudron, 1988 & Cook, 2000).

1.2.3.1 Teacher Roles

A teacher’ role involves more than just standing in front of classroom and lecturing. In fact, teachers perform different roles in the teaching process. Brown (2007) states that “teachers can play many roles in the course of teaching and this might facilitate the learning process”. Some of the most common teacher’ roles are the following:

1.2.3.1.1 Controller

In many educational contexts, the teacher as a controller is the most common teacher’ role. It is associated with a teacher-fronted mode of learning. The teacher here controls what the students do, when they speak, and what language they use. In other words, teacher is in complete charge of the classroom and the activity. According to Harmer (2001, p.58), “When teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in groups”.

1.2.3.1.2 Prompter

The teacher role here is to help students when they are lost in the activity or when they get confused by giving them clues or tips. For instance, in a role play activity, the teacher may help students by giving them some words when they forget the words during the performance (Harmer, 2007). However, the teacher should only help students when necessary.
This role is about organizing students when doing different activities. Harmer (2001, p.58) claimed that:

The most important roles that the teachers have to perform is that of organizing students to do various activities, this often involves giving students information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing thing down when it is time to stop.

This means dividing students into groups and giving them clear instructions of the activity. Also, the teacher should give students specific time to finish the task. Finally, he/she organizes a feedback. For Harmer, this role can be summarized as follows:

Engage → organize → instruct → initiate → feedback

1.2.3.1.4 Assessor

It is generally believed that a major part of a teacher’s job is to assess the students’ work. The teacher evaluates his/her students to see how well they performed. As Harmer (2001) stated as an assessor, the teacher does two things; correcting students’ mistakes and organizing feedback.

1.2.3.1.5 Tutor

The term implies a more intimate relationship than that of the controller or organizer. The teacher acts as a coach when students are involved in project work or self-study. He/she provides advice, guidance, and limits the tasks. Harmer (2001, p.60) stated:

We can acts as a tutor, working in individual or small groups pointing them in directions they have not get thought of talking, in such situations we are combining the roles of prompter and resource acting as a tutor.

1.2.3.1.6 Observer

The teacher observes what students do to be able to give them feedback. As Harmer, (2001) explained, the teacher should not be too intrusive when taking notes about students ‘performance. Teacher’s observation is not only to give feedback. However, it is also about judging the success of the materials and activities which are used by the teacher. So, the teacher can make changes if necessary. Harmer (2001, p. 62) points out that “when observing students we should be careful not to be intrusive by hanging on their every word, by getting to close to them, or by officiously writing things down all the time”.

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Teaching is a complex process. It is more than just asking perfect questions or getting students to talk. It needs a good teacher in order to perform his/her role well. It is true that every teacher is different. However, Walker (2013) suggested twelve characteristics of an effective teacher. Here are some of them:

1.2.3.2.1 Prepared

Effective teachers should be prepared. They come to class each day ready to teach. Also, they come on time and never waste instructional time. According to Darling-Hammond (1997, p. 10):

Teachers who are fully prepared and certified in both their discipline and in education are more highly-rated and are more successful with students than are teachers without preparation, and those with greater training in learning, child development, teaching methods, and curriculum are found to be more effective than those with less.

In other words, prepared teachers are more successful than those teachers who come to class without anything in mind.

1.2.3.2.2 Positive

Effective teachers should have positive attitudes towards teaching and about their students. They should first love their job as teachers. Besides, they should not concentrate on the negative side of every situation. In addition, they should listen to their students. Further, effective teachers give lots encouragement and praise to their students (Haynes, 1998). As a result, students will work harder to satisfy their teacher.

1.2.3.2.3 Hold High Expectations

Effective teachers should believe in their students’ abilities. They should expect from them great results. Expect more and you will get more (Chickering & Gamson, 1987). Teachers here should make their students feel that any one of them can be successful.

1.2.3.2.4 Creative

Today’s students get bored easily that’s why the teacher should be creative in the classroom. Wilhelm (2008) found that creativity is a vital aspect of effective teaching. Thus, students will be more excited about the subject, participation increases, and there will be better achievements. Colker (2008) stated:

It takes creativity to teach in a physical environment that is less than ideal or when resources are limited. It takes creativity to teach children from
diverse backgrounds who might not approach education in the same way. It takes creativity to teach children with differing learning styles that think and learn in different ways. (p.4)

1.2.3.2.5 Fair

Stronge (2007, p.25) claimed that “students expect teachers to treat them equitably when they behave as well as when they misbehave and to avoid demonstrations of favoritism”. Effective teachers should treat their students equally.

1.2.3.2.6 Respect Students

In order to get respect, a good teacher must give respect. An effective teacher must respect his/her students regardless of sex, race, looks…etc. Of course respect should be interchanged between teacher and students. Thus, there will be positive teacher-students relationships.

1.2.3.2.7 Admit Mistakes

When a teacher makes a mistake, it is better for him/her to admit being wrong because students appreciate honesty. Haberman (n.d.) stated that admitting mistakes is so important for teacher growth. As a result, teacher will gain students’ respect.

1.2.4 Students’ Talk

Students talk is considered to be the key for effective learning. For foreign language learners, classroom is the only place where they are exposed to the target language. It is important for students to be active and participate in the classroom. When students participate, they exchange ideas, learn from each other, express their views…etc. Thus, classroom participation improves students’ critical thinking skills. Moreover, students’ involvement in the classroom will lead them to develop their speaking skill since it is the first skill that students need to develop when learning a foreign language. Pierre (1969, p. 69) stated that “it is very important in order to enable students to communicate effectively through oral language because the disability of the student to speak may lead them to be unable to express their ideas even in a simple conversation”.

1.2.5 Types of Classroom Interaction

Handloom (1988, p.118) claimed “conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills”. That is to say, interaction between teacher and students and between learners is very important. Thurmond (2003) said that there are four types of interaction; learner-course content interaction, student-student
1.2.5.1 Student-Student Interaction

Learner-learner interaction appears between learners themselves. In this form of interaction, learners are the main members and the teacher is only a monitor, advisor, and help students when necessary. For Long and Porter (1985), learner-learner interaction is an attractive substitution to teacher-learner interaction. Learners exchange ideas, thoughts, and opinions with their classmates about any topic given by their teacher and then they present it to their mates. Thus, students will develop their linguistic and communicative skills. Besides, such work encourages independent learning and students will be responsible. Scrivener (2005, p. 86) suggested the following diagram showing how students interact with each other in the classroom.

![Figure 2 Interaction between learners](Scrivener_2005_p_86.png)

Figure. 2 Interaction between learners (Scrivener, 2005, p. 86)

Key:

- Student-student interaction
Learner-learner interaction can be either in groups known as learners-learners interaction or in pairs called peer interaction (Tuan & Nhu, 2010). Naegle (2002) supported this type of interaction because it is so beneficial for learning. On the one hand, Harmer (2001) claimed that pair work increases the amount of talking time available to every learner in classroom. On the other hand, Doughty and Pica (1986) contends that “group work is more likely to lead to negotiation of meaning than interaction with the teacher”. Many studies of learning have shown that knowledge construction and skills developments can be developed through student-student interaction. Thus, teachers must encourage this type of interaction for the sake of making learners active and involved in the learning process.

1.2.5.2 Teacher-Student Interaction

Teacher-students interaction is considered to be an important issue in education. It takes place between the teacher and learners. Teacher-student interaction is so beneficial for students learning. In this form of interaction, the teacher negotiates with students, exchanges ideas, ask question, and give directions etc. According to Harmer (2009) when interacting with students, the teacher must pay attention to provide students with a comprehensible output suitable to the learners ‘level. Getzels and Thelen (1960) claimed that teacher-student interaction is a powerful force which influences the cognitive and affective development of students. Scrivener (2005, p. 85) also offered a diagram for teacher-student interaction. The diagram shows that teacher gives information and in return he/she receives feedback from students.

![Figure 3 Teacher-Student Interaction (Scrivener, 2005, p. 85)](image1)
Interaction between teacher and student has the possibility in shaping the course of students’ learning. Further, it facilitates the teaching process since students are involved and exchange ideas with their teacher. It is obvious that teacher-student interaction will immediately promote students’ achievements in learning the foreign language, motivate them, and they will be self-confident.

1.2.6 Techniques for Classroom Interaction

Teaching is not an easy task. In order to increase classroom interaction, there are a variety of different techniques that a teacher can implement in the classroom. According to El-Koumy (1997), there are three techniques that can be used in EFL classes. These techniques are: the scaffolding technique, the questioning technique, and the collaborative learning technique.

1.2.6.1 The Scaffolding Technique

In the field of education, the term scaffolding refers to the process where the teacher gives supports to students in order to solve a problem. The term was first coined by Wood (Nottingham), Bruner (Oxford), and Ross (Harvard) in their 1976 report, “The Role of Tutoring in Problem Solving”. Celce-Muria (2001, p.195) defined scaffolding as the way in which “a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner’s participation in the learning task”. In other words, the teacher guides and helps students when learning a new concept. The term scaffolding is associated with Vygotsky’s (1978) notion of the zone of proximal development, which is the “distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance” (Raymond, 2000, p.176). Teachers who want to interact with their students can use the scaffolding technique. Scaffolding is essential for effective teaching since it facilitates for students learning a new material, develop creativity, and motivate students (Vocca, 2008).

1.2.6.2 The Questioning Technique

Since Socrates and perhaps before, teachers used questions to stimulate thinking in the classroom. Questioning is fundamental to teaching learning processes. Some studies admit that questioning is the most frequent strategy used by EFL/ESL teachers after lecturing in
Richard and Lockhart (2000), and Walsh (2006) argued that questioning is the most common technique used by teachers to control classroom interaction. Questioning is naturally a two sided affair; not only is it that teachers ask questions but also students are involved in the process through the responses they provide. Teachers spend much of their time asking questions, reportedly one to two every minute (Gall, 1971; Wragg & Brown, 2001). Questioning not only encourages students to think critically but it provides feedback for the teacher about students’ understanding. Finally, questioning has been and still the dominant method of instruction in the classroom.

1.2.6.3 The Collaborative Learning Technique

According to Macaro (1997, p. 134) collaborative learning is “when learners are encouraged to achieve a common learning goals by working together”. It is argued that cooperative teams achieve better and hold information for a long time rather than those learners who work individually (Johnson & Johnson, 1986). Macaro (1997, p. 135) stated “collaborative learning also helped because it led to a better understanding of language, getting more ideas from the small group situation than a whole class”. Working together increases students’ interest and make them responsible for each other. In addition, collaborative leaning develops students’ oral communication skills (Yager, Johnson & Johnson, 1985).

Conclusion

Classroom interaction is considered as a very essential component in education. In the field of second language acquisition, classroom interaction plays a significant role in language learning. Generally, interaction in the classroom facilitates students’ language development and communicative skills since they are involved in the learning process. Wu (1998) argued that classroom interaction is one of the most researched topics in classroom research and second language acquisition research. The exchange of ideas, thoughts, and opinions between the teacher and students and between students themselves is very important in the teaching learning process. It is through interaction that students develop their speaking and listening skills.
The Relation between Referential Questions and Classroom Interaction

Classroom interaction is very important in the field of education. It plays a significant role in the process of foreign language learning because it provides students with opportunities to be active, share ideas, interact, and develop communicative skills. It is the medium through which language can be produced effectively. Teachers use different techniques for classroom interaction and questioning is one of those techniques. It is believed that asking questions is the most used technique by teachers in ESL/EFL classes (Richards & Lockhart, 1994). In addition, a study conducted by Yanfen and Yuqin (2010) reveals that teachers initiate interaction by questioning. It has been assumed in the previous section that teachers spend most of their time asking different types of questions. Long and Sato (1983) suggested two questioning types: display and referential. In display questions the answer is already known. However, referential questions require long answers which are not known by the teacher and contain interpretation, giving opinion etc. Brock (1986) believed that referential questions increase the amount of speaking in the classroom. Besides, Gall (1984) said that both display and referential questions are useful and their effectiveness is determined by factors such as teaching goals, content and students’ background and knowledge. In addition, it is suggested that it would be more effective if teachers ask first display questions then move to referential ones (Thompson, 1997). Moreover, Cullen (1998) argued that display questions if extremely used, do not have any communicative value. Further, Shomoossi (2004) made a study in Tehran universities to investigate teacher questioning in EFL classes. The results showed that display questions are more used and that not all referential questions increase teacher-students interaction. Ho (2005) admitted that teacher questions form a basic part of classroom interaction. Smith and Higgins (2006) agreed with Shomoossi’s point of view which supports the idea that students’ interaction is not only related to the type of the question but also with the way teacher responds to students’ answers. Finally, David (2007) conducted a study in Nigerian secondary schools about the use of display and referential questions by teachers and their effects on ESL classroom interaction. He found that teachers use display questions more than referential ones and the latter create less interactions than display ones.
Chapter Two: The Practical Part

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Introduction

The present research is designed to investigate teachers’ and students’ attitudes towards the effect of referential questions on EFL classroom interaction. The research tool used to prove the hypothesis is a questionnaire addressed to both teachers and students at Larbi Ben M’hidi University. Dörnyei (2003, p.9) stated:

By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people.

In this chapter, we will explain, describe, and analyze each questionnaire with details.

2.1 Teachers’ Questionnaire

2.1.1 Aim of the Questionnaire

Teachers’ questionnaire aims at knowing teachers’ attitudes towards the effect of referential questions on EFL classroom interaction.

2.1.2 Sample

The questionnaire was handed to twenty (20) teachers out of thirty eight (38) teachers of the English Department at Larbi Ben M’hidi University.

2.1.3 Description of the Questionnaire

Teachers’ questionnaire consists of seventeen (17) questions which are divided into four main sections. The questions are either closed questions, requiring teachers to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where they are requested to give explanation or suggest other alternatives.

Section 1: Teachers’ Information

The first section is devoted to personal information about our sample. Teachers are asked in question (Q1) to specify their gender. The following question seeks information about the degree held (Q2).
Asking Questions in the EFL Classroom

The second section consists of six questions. Teachers are asked in question (Q3, Q4) to indicate whether asking questions is important or not and to justify their answers if “yes”. They are also asked about how often they ask questions in the classroom (Q5). Besides, question six (6) was about teachers’ feedback. In question (Q7) teachers are asked about what type of question they ask more. The last question was about how much time they provide students after asking the question (Q8).

Section Three: Classroom Interaction

The third section is about classroom interaction. Teachers are asked about the importance of classroom interaction and to justify their answers (Q9, Q10). Besides, question (Q11) is about how often the teacher invites his/her students to interact. Further, teachers are asked about the role they play in the classroom (Q12). Question (Q13) seeks information about teachers’ amount of talking time. Furthermore, participants are asked about the type of interaction their students enjoy most (Q14). The last question (Q15) is about the classroom techniques.

Section Four: Referential Questions and Classroom Interaction

The last section consists of two questions. Teachers in the first question are asked if referential questions increase interaction in the classroom (Q16). The following question (Q17) is about justifying their answers.

2.1.4 Analysis of the Questionnaire

Section One: Personal Information

Q1. Specify your gender?
   a- Male
   b- Female

Table. 3

Teachers’ gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
The previous table shows that 12 respondents out of the chosen sample of the study are females (60%), whereas the remaining (40%) are males. We can say that females have the desire to teach English more than males.

Q2. The degree held:
   a- License (BA)
   b- Magister/Master (MA)
   c- Doctorate (PHD)

Table. 4
Teacher’s Degree

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>License (BA)</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Magister/Master (MA)</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Doctorate (PHD)</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>
Figure. 5  Teacher’s Degree

We noticed from the figure above that the majority of teachers stated that they have Magister/Master (MA) with a percentage of 85%. 10% of them have License (BA). In addition, only one teacher has a Doctorate (PHD). This indicates that teachers’ training period is good which will lead to provide students with an effective learning environment.

Section Two: Asking Questions in the EFL Classroom

Q3. Do you think that asking questions is important in the foreign language classroom?
   a- Yes
   b- No

Table. 5
Participants’ Attitudes towards the Importance of Questioning in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Figure. 6 Participants’ Attitudes towards the Importance of Questioning in the Classroom

As it is shown in the table (5) and the chart (6), it is clear that all teachers consider that questioning is important in the foreign language learning. Teachers will facilitate participation and encourage students to interact through questioning. As a result, students will be involved in a discussion, think, and will produce more.

Q4. Whatever your answer is, please justify.

Participants justified their answers by:
- Asking questions is beneficial because they elicit answers from students and check their understanding.
- Asking questions is a part of the language; one cannot learn any language without doing so.
- Questions allow the teacher to obtain/ reactivate background knowledge about a given topic.
- They are important to initiate interaction and encourage participation.
- Asking questions pushes learners to think, analyze, and produce.
- They are important to evaluate students in a certain area and lead them to think and brainstorm.

We conclude that learning a foreign language is enhanced by questioning. Teachers’ main focus is to encourage students to participate more and increase
interaction between teacher and students and

Q5. How often do you ask questions in the classroom?
   a- Always
   b- Sometimes
   c- Never

Table 6
Frequency of Asking Questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 7 Frequency of Asking Questions

The results obtained denote that 75% of the participants state that they always ask students questions in the classroom. 25% of them claim they sometimes do. However, no one of them selected the last option which is “never”. Teachers try to attract students’ attention through questioning. This indicates that questions are good to introduce a topic, to check instructions and prior knowledge, and to raise awareness and curiosity. Thus, it will provoke discussion between the teacher and students.
b- No

Table 7
Teacher’s Feedback

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 8 Teacher’s Feedback

In this question, participants are asked if they provide students with feedback or not after hearing their answers. All teachers agreed that they always provide students with feedback. We can say that teachers’ encouragement and motivation are important for students.

Q7. Which type of question do you ask more?
   a- Display questions
   b- Referential questions
As it is shown in the previous table (8), most teachers state that they ask referential questions more than display questions with a percentage of 65%. 35% of them state that they do the opposite. Since referential questions make students think, interpret points, and give opinions, they are good to open the lesson with.

**Q8.** How much time do you give to your students after asking the question?

- a- 1 Second
- b- 3 Seconds
- c- 5 Seconds
<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Second</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>3 Seconds</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>5 Seconds</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure. 10  Wait-Time

In question 8, teachers are asked about how much time they give to students after asking a question, 75% of participants chose the second option “3 seconds. 25% of them state that they wait only a second. However, no one of them selected the last option “5 seconds”. This indicates that teachers are not giving students enough time to think.

Section Three: Classroom Interaction

Q9. Do you think that classroom interaction is important?
   a- Yes
   b- No
As it is shown in figure (11), it is clear that all teachers agreed that classroom interaction is important with percentage of 100%. We can say that through interaction, students can develop their skills especially the speaking one.

Q10. If yes, please explain

Teachers’ explanation to question eleven are as follows:
- Classroom interaction gives students the chance to express themselves and their ideas.
- It helps students to exchange ideas using their own words.
- It improves the speaking skill.
- It helps the teacher to check students’ understanding.
- It helps the students to learn from each other and discover different perspectives.
- It brings students’ attention to hidden ideas.
Q11. How often do you invite your students to interact?

- a) Always
- b) Sometimes
- c) Never

**Table. 11**

Frequency of Student-Student Interaction

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Figure. 12**  Frequency of Student-Student Interaction

This question was addressed to teachers to see how often they invite their students to interact in the classroom. The table above shows that 65% of the participants state that they always invite their students to interact. 35% of them state that they sometimes do. This implies that teachers consider students’ participation as an important aspect when learning a foreign language.

**Q12.** What kind of teacher do you consider yourself?

- a) Controller
- b) Organizer
### Table 12

**Teachers’ Roles**

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controller</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Organizer</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Assessor</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Figure 13 Teachers’ Roles

Teachers play different role in the classroom. 9 teachers consider themselves as “organizer” with a percentage of 45%. 20% of the participants state that they play the role of “controller”. The third option which is “assessor” took also 20%. While 15% of teachers state that they like to play the role of a “motivator”, a “guide”, and as a “reference”. This indicates that teachers’ role depends on the situation and students’ needs without ignoring their levels.

**Q13.** How do you rate your talking time in the classroom? Is it:

- a- High
- b- Average
- c- Low
<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Average</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure. 14 Teachers’ Talking Time

As it was stated in the theoretical part (chapter 1, Section 2), both teacher and students’ talk are important in the classroom. Therefore, a question was addressed to teachers to see the rate of their talking time. 80% of teachers consider their talking time as average. Whereas, 20% of them consider their talking time as high because of the module they are teaching. We can say that the teacher is giving students the chance to talk.

Q14. Which type of interaction students enjoy most?
   a- Teacher-student interaction
   b- Student-student interaction
Table 1

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-student interaction</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Student-student interaction</td>
<td>11</td>
<td>55%</td>
</tr>
</tbody>
</table>

Figure 15 Type of Interaction that Students Enjoy

The question was handed to teachers to know what type of interaction their students enjoy most. 55% of teachers choose the second option which is “student-student interaction”. 45% of them choose the first option “teacher-student interaction”. We can say that through student-student interaction, the teacher is involving all students in the learning process. Thus, the teacher is helping and encouraging students to be self-confident.

Q15. Which of these techniques you use to initiate interaction?
   a. The scaffolding technique.
   b. The questioning technique.
   c. The collaborative learning technique.

If others, please specify.
Table 1

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scaffolding technique</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>The questioning technique</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>The collaborative technique</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 16 Classroom Interaction Techniques

As it is shown in the figure above, 55% of teachers responded that they use the questioning technique to initiate interaction in the classroom. While, 25% of them use the collaborative technique and 20% use the scaffolding technique. This indicates that the questioning technique is useful not only to evaluate students but also to make them think.

Section Three: Referential Questions and Classroom Interaction

Q16. Do you think that referential questions increase interaction between the teacher and students and among students themselves?
   a- Yes
   b- No
Table 1: Teachers’ Attitudes towards Referential Questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10%</td>
</tr>
</tbody>
</table>

Figure 17 Teachers’ Attitudes towards Referential Questions

The question was handed to teacher to see whether referential questions increase classroom interaction or not. The results in the above table show that 90% of the participants state that referential questions increase classroom interaction. However, only 10% of them said no. These results indicate that teachers have positive attitudes towards referential questions.

Q17. If yes, please justify.

Those who said “Yes” justified their answers by:

- When students feel/ know that the teacher is asking questions not only for evaluation, they will be motivated to participate.
- They help to raise interaction via exchanging ideas with teacher or classmates and building a kind of self-confidence.
Referential questions increase interaction because they enable both teacher and students to uncover hidden aspects related to the topic being discussed. They can also give a different direction to the class discussion.

- Students ‘self-esteem will be raised.
- They generate creativity.

Conclusion

After analyzing teacher’s questionnaire, all teachers agreed that classroom interaction is the core of learning. Also, we concluded that the learning environment requires the teacher to play different roles. Besides, the amount of talking time should be divided between teacher and students. Further, teachers claimed that referential questions enable the students to practice language more and produce longer utterances. Teachers also believed that this type of questions improves students’ critical thinking skills. As a result, asking students referential questions will increase interaction between teacher and students and among students. To conclude teachers showed positive attitudes towards the effect of referential questions on EFL classroom interaction.
This questionnaire is mainly designed to investigate third year LMD students’ views towards the effect of referential questions on EFL classroom interaction.

2.2.2 Sample

Fifty five (55) third year students were chosen randomly among a population of one hundred forty four (144) of the English Department at Larbi Ben M’hidi University. The sample was chosen to respond to the questionnaire because third year students have already experienced the term interaction and they are considered as advanced learners.

2.2.3 Description of the Questionnaire

The questionnaire consists of four sections: students’ personal information, asking questions in the EFL classroom, classroom interaction, and the relation between referential question and classroom interaction.

Section 1: Students’ Personal Information,

The first section consists of two questions. Q1 is about students’ gender. Q2 is about whether learning English was the students’ personal choice or not.

Section 2: Asking Questions in the EFL Classroom

In the second section, students are asked if questioning is important or not (Q3) with justification (Q4). They are also asked about how often they respond to questions (Q5) and if so does their teacher provide them with feedback (Q6). In addition, they are asked if they like to be asked referential question (Q7) or not with justification (Q8). The last question (Q9) was about the way students express themselves.

Section 3: Classroom Interaction

The third section is about classroom interaction. The first question is about the importance of classroom interaction (Q10) and to justify their choice (Q11). They are asked if they talk by themselves or their teacher who asks them (Q12). Question 13 is about the amount of talking time. Besides, in question (Q14, Q15) students are asked about the frequency of teacher-student interaction and student-student interaction. Besides, students in (Q16) are asked about teacher’s roles. Finally, they are asked about classroom techniques with justification (Q17, Q18).
The last section consists of two questions. The first one is about whether referential questions increase classroom interaction or not (Q19). In addition, question 20 is about how referential questions increase classroom interaction.

2.2.4 Analysis of the Questionnaire

Section One: Personal Information

Q1. Specify your gender.
   a- Male
   b- Female

Table. 17

Students’ Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>participants</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100%</td>
</tr>
</tbody>
</table>

This sample consists of 11 male and 44 female. It is unbalanced sample since there are more females. Females constitute (80%) of the whole population whereas constitute only (20%). These rates indicate that girls’ achievements in
Learning English will be better than boys’ achievements since boys in general tend to prefer scientific branches.

Q2. Are you learning English because it is your
   a- Personal choice?
   b- Imposed?

Table. 18

The Way of Choosing Learning English

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal choice</td>
<td>45</td>
<td>81.82%</td>
</tr>
<tr>
<td>Imposed</td>
<td>10</td>
<td>18.18%</td>
</tr>
</tbody>
</table>

Figure. 19  The Way of Choosing Learning English

The majority of the respondents (81.82%) said that learning English was their personal choice because they were interested and motivated to learn foreign languages especially English. Also, English is the most common spoken language in the world. (18.18%) of the participants were obliged to learn English by their parents or their average did not allow them to learn other branches.

Section Two: Asking Questions in the EFL Classroom

Q3. Do you think that teacher questioning is important?
   a- Yes
   b- No
Table 19 The Importance of Teacher Questioning

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>67.27%</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>32.73%</td>
</tr>
</tbody>
</table>

Figure 20 The Importance of Teacher Questioning

In table 19, the majority of the participants (67.27%) assert that teacher questioning is important when learning a foreign language. While, 32.73% of the respondents do not find teacher questioning important. These results indicate that students will be able to produce language through responding to questions. Thus, questioning will facilitate students’ involvement.

Q4. If yes, explain why?

Students who answered “Yes” justified their answers by:
- Teacher questioning is important for checking if students understand or not.
- It is helpful to review and revise what has been taught before i.e. previous lessons.
- It stimulates critical thinking.
- Questioning helps them to concentrate and be active and involved in the learning process.
Q5. How often do you respond to your teacher’s questions?

a- Always
b- Sometimes
c- Never

Table 20
Frequency of Responding to Teacher’s Questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>10, 91%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>46</td>
<td>83, 64%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>5, 45%</td>
</tr>
</tbody>
</table>

Figure 21 Frequency of Responding to Teacher’s Questions

From the previous table, we can notice that the highest percentage of the participants (83,64%) claim that they sometimes respond to their teacher’s questions. (10,91%) say that they always do. Besides, (5,45%) of the participants say they never respond to questions. We can say that students are active and like to be part in any discussion in the classroom.

Q6. Do you receive feedback after responding?

a- Yes
b- No
Figure 22 Teacher’s Feedback

It is obvious from the table (21) that most of the respondent (81.82%) state that their teachers always provide them with feedback. However, only (18.18%) of them said ‘no’. This means that the teacher encouragement is so important for students. They will be motivated to learn more and better. Thus, teachers’ feedback will affect students’ achievements.

Q7. Do you prefer to be asked referential questions?
   a- Yes
   b- No

Table 22
Attitude towards Referential Questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>40%</td>
</tr>
</tbody>
</table>
Figure. 23 Attitudes towards Referential Questions

From the chart above, 60% of the students confirmed that they prefer to be asked referential questions. Whereas, 40% of them do not like to be asked this kind of questions. We can say that referential questions create opportunities for students to express themselves and their ideas. Thus, students’ amount of talking will increase.

Q8. Whatever your answer is, please justify.
For those who said “yes”, they justified their option by:
-This kind of questions helps them to express themselves, their ideas, and their opinions with their classmates.
-They feel comfortable.
-It gives them the opportunity to speak without being afraid if their answers are correct or not.
-It helps them to develop their speaking skill.
-They help them to think.
For those who said “no”, they justified their answer by:
-Students are not talkative, and this type requires more talking. So, they avoid answering this type of questions.
-Students are shy.
-They do not find what to say when they are asked these questions immediately.
The Way Students Express themselves

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>44</td>
<td>80%</td>
</tr>
<tr>
<td>Writing</td>
<td>11</td>
<td>20%</td>
</tr>
</tbody>
</table>

Students in this question state that the best way to express themselves is through speaking with percentage of 80%. While the rest said that writing is the best way to express themselves and their ideas because of shyness. This indicates that student’s main concern is to speak English fluently.

Section Three: Classroom Interaction

Q10. Do you think interaction in the classroom is important when learning a foreign language?
   a- Yes
   b- No

Table 24

The Importance of Classroom Interaction

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>81,82%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>18,18%</td>
</tr>
</tbody>
</table>
In table 24, most of the students state that interaction in the classroom is important when learning a foreign language with a percentage of 81.82%. The table also shows that 18.18% of the participants think that classroom interaction is not important. This reveals that classroom is the only place for English learners to improve their abilities.

**Q11.** Whatever your choice, say why?

Students who answered “Yes”, they justified their choice by:
- Since it is a foreign language, students need to interact and participate in order to master the language.
- Classroom interaction helps them to develop their speaking skill and express themselves.
- Students will learn better from each other since they are exchanging ideas with their classmates.
- Interaction in the classroom will help them to get vocabulary and grammar.

Students who said “No” justified their answers by:
- Students avoid interaction because they are not talkative.
- The topic being discussed is not interesting for them.
- The teacher does no motivate them.
- They are afraid of making mistakes.

We can conclude that interaction is the core of learning in EFL setting.
b- The teacher who asks you?

Table. 25

The Way Students Interact

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>34</td>
<td>61.82%</td>
</tr>
<tr>
<td>Teacher</td>
<td>21</td>
<td>38.18%</td>
</tr>
</tbody>
</table>

Figure. 26 The Way Students Interact

In question 12, students were asked to say whether they interact by themselves or they are asked to do so. Results obtained from the table above shows that 61.82% of the students stated that they interact by themselves. 38.18% of the participants said that they interact because their teacher asks them. To conclude, since learning English was the choice of the majority of the participants, students like to participate by themselves. Also, we cannot ignore that the teacher tries to make students talk.

Q13. Who talks most in the classroom?
   a- Teacher
   b- You
<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>29</td>
<td>52.73%</td>
</tr>
<tr>
<td>Student</td>
<td>26</td>
<td>47.27%</td>
</tr>
</tbody>
</table>

Figure 27: Amount of Talking Time

From the data presented in table 26, teachers’ amount of talking time is 52.73% whereas students is 47.27%. This is an indication that the teacher is giving the opportunity to students to talk. Thus EFL classes are not completely teacher-centered but students are also part of the classroom.

Q14. What do you want your teacher to be when interacting in the classroom?

   a- Controller  
   b- Assessor   
   c- Organizer  
   d- Observer
Students’ Attitudes towards Teachers’ Roles

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controller</td>
<td>17</td>
<td>30,91%</td>
</tr>
<tr>
<td>Assessor</td>
<td>19</td>
<td>34,55%</td>
</tr>
<tr>
<td>Organizer</td>
<td>6</td>
<td>10,91%</td>
</tr>
<tr>
<td>Observer</td>
<td>5</td>
<td>9,09%</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>14,55%</td>
</tr>
</tbody>
</table>

Figure 28: Students’ Attitudes towards Teachers’ Roles

When learning a foreign language, the teacher plays different roles. In the question asked earlier, students mentioned that they want their teacher to play the role of “assessor” with a percentage of 34,55%. The second option “controller” took 30,91%. The respondents also gave 10,91% to “organizer”, and 9,09% to “observer”. The participants also stated that they need their teacher to motivate them and guide them when they are lost. This means that the teacher needs to play different roles in order to meet the students’ needs without ignoring students’ level and capacities.
How often do you interact with your teacher?

b- Sometimes

c- Never

Table. 28

Frequency of Teacher-Student Interaction

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>14, 55%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>38</td>
<td>69, 09%</td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td>16, 36%</td>
</tr>
</tbody>
</table>

Figure. 29 Frequency of Teacher-Student Interaction

This question was addressed to students to see the frequency of their interaction with their teacher. The previous table shows that the first option which is “always” took 14,55%, and the second option which is “sometimes” took 69,09%, while the last option “never” took only 16,36%. This indicates that students consider their teacher as the one who knows more. In this case the teacher will help, guide and correct their mistakes.
Q16. How often do you interact with your classmates?

b- Sometimes
c- Never

Table 29

Frequency of Student-Student Interaction

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>22</td>
<td>40%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>30</td>
<td>54, 55%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>5, 45%</td>
</tr>
</tbody>
</table>

Figure 30: Frequency of Student-Student Interaction

Table (29) shows the frequency of student-student interaction. From the results, we can say that approximately most of the respondents say that they sometimes interact with each other with a percentage of 54, 55%. 40% of the participants chose the first option “always”. While only few students with percentage of 5,45% said that they never interact with their classmates. It means that students really enjoy interacting with each other without being shy or feeling afraid when making mistakes. Thus, student-student interaction will help student to be self-confident.
Which technique do you want your teacher to use to initiate interaction?

- The scaffolding technique
- The questioning technique
- The collaborative technique

Table 30

Classroom Interaction Techniques that Student Enjoy

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scaffolding technique</td>
<td>8</td>
<td>14, 55%</td>
</tr>
<tr>
<td>The questioning technique</td>
<td>21</td>
<td>38, 18%</td>
</tr>
<tr>
<td>The collaborative technique</td>
<td>26</td>
<td>47, 27%</td>
</tr>
</tbody>
</table>

Figure 31 Classroom Interaction Techniques that Student Enjoy

The chart above shows classroom techniques that students like to be used in the classroom. 47, 27% of the participants prefer the collaborative technique. 38, 18% of them like the questioning technique. While, the remaining students selected the scaffolding technique with a percentage of 14, 55%. This indicates that designing pair and group works is so beneficial for students to speak and interact in the classroom. As a result, students’ anxiety and shyness will be decreased.
First option said that the scaffolding technique is good for memorization. Besides, it helps them to learn better which lead to good achievements. Also, students claim that it is an attractive technique. Respondents who supported the questioning technique said that it is good for evaluation in order to see if the students understand what has been taught or not. Also, they said that questioning help them to think critically. Finally, those who preferred the collaborative learning help them a lot to learn from each other. Also, they said that they feel comfortable when they work with their classmates.

Section Three: Referential Questions and Classroom Interaction

Q19. Do you think that referential questions increase classroom interaction?

a- Yes  
b- No

Table. 31

Students ‘Attitudes towards the Effect of Referential Questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>70, 91%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>29, 09%</td>
</tr>
</tbody>
</table>

Table. 32  Students ‘Attitudes towards the Effect of Referential Questions
From chart 32, it is clear that referential questions have an effect on classroom interaction with a percentage of 70.91%. 29.09% of the participants stated that referential questions have no effect on classroom interaction. This indicates that students really want to participate and express themselves in the classroom using the target language. Thus, students have positive attitudes towards referential questions.

Q20. If yes, explain how?
Those who answered “Yes” justified their answers by:
- Since referential questions require interpretation and have more than one possible answer, interaction will increase.
- Referential questions encourage students to participate and express themselves.
- This kind of questions helps students to develop their abilities to speak fluently.
- It helps students to think critically.

Conclusion
After analyzing students’ questionnaire, we find that students consider classroom interaction as an important aspect when learning a foreign language. In addition, students asserted that teacher questioning is a good technique not only for evaluation but also for developing their abilities and skills. Students claimed that referential questions help them to activate their thinking and reasoning. Also, they said that this kind of questions is effective in promoting participation. Thus, interaction in the classroom will be increased. On the whole, we can say that students have positive attitudes towards the effect of referential questions on EFL classroom interaction.
and learning requires a kind of interaction between teacher and students and among students. Learners have the chance to express themselves and practice the language through interaction. Thus, Classroom interaction plays an essential role in improving students’ skills and capacities. Usually, classroom interaction occurs in the manner of question-answer exchange. This research investigated teachers and students’ attitudes towards the effect of referential question on EFL classroom interaction. After analyzing teachers’ and students questionnaire, it has been found that asking referential questions creates a good atmosphere for students to learn more and participate. It was also found that referential questions enable students to produce longer utterances using their own words. Thus, referential questions create opportunities for students to express themselves and their opinions without being afraid to make mistakes. This research also showed that if the teacher asks the appropriate questions, he/she can elicit language from students. We cannot ignore the fact that display questions are also beneficial to check students’ understanding and comprehension. Since teachers and students showed positive attitudes towards referential questions, so they can be used as an effective tool to increase classroom interaction.
Pedagogical Implications

After having a general idea about teachers’ and students’ points of view towards the effect of referential questions on EFL classroom interaction, we suggest some pedagogical implications that can be helpful for students and teachers as well.

- Teachers and students should take into consideration the importance of classroom interaction while teaching learning process.
- Students are advised to interact in the classroom and share their ideas and opinions with teacher and classmates in order to reduce their speaking problems.
- Teachers are advised to direct questions to all students not only volunteers and those who are in the first row.
- Students are advised to participate and be active so that they develop their skills and abilities.
- Since referential question requires students’ opinions and interpretation, teachers are advised to ask this type of question more in order to know how students think and analyze things.
- Teachers are also advised to invite their students to interact so that they reduce their anxiety, shyness, and inhibition.
- EFL teachers need to select various and interesting interaction activities to engage students and motivate them to speak.
- Teachers are asked to reduce their amount of talking time as much as they can so that they pave the way for students to practice the language and enhance their speaking skill.
- Teachers are advised to increase wait time since it is an important factor that affects students’ answers.
- An important thing of the questioning process is that teachers need to know how to deal with students’ answers because teachers’ feedback and encouragement are so important for students.
limitations. These can be summed up in the following points:

- The first limitation is time restriction which is the major factor in doing this research.
- Students did not answer the questionnaire seriously and the spaces provided for their justification were almost left empty.
- The small number of participants is the third limitation.
- The descriptive method of research is the last limitation. Thus, the experimental method would be more appropriate to investigate the effect of referential questions on EFL classroom interaction.

**Suggestions for Further Study**

After finishing the research, some suggestions can be put forward for further studies:

- Future researchers are advised to base the current study on a larger sample of students and teachers which will give the results different dimensions.
- Further researchers investigate the impact of referential questions on EFL classroom interaction using the experimental design.
- Another research might be conducted to explore questioning strategies in EFL classes.
- Further investigation is needed to examine the different types of questions that may increase classroom interaction.
References


Group work, interlanguage talk and second language acquisition

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Appendices

Appendix A: Questionnaire for Teachers

Appendix B: Questionnaire for Students
Appendix A

Questionnaire for Teachers

Dear teachers

The following questionnaire is a tool for gathering data. It aims at investigating teachers’ and students’ attitudes towards the effect of referential questions on EFL classroom interaction. Your contribution is very important for the accomplishment of the present research.

Please, tick (✓) the appropriate box (es) and make full statements whenever necessary.

Thank you in advance

Definition of Key Terms:

Referential Questions: are questions which require long responses that are not known by the teacher and invite students to express their ideas, explain, interpret or clarify.

Display Questions: are questions to which the questioner already knows the answer and they are used to see if students understand or remember something.

The scaffolding Technique: is a technique through which a teacher adds supports and aids for students when introducing something new in order to enhance their learning.

The Questioning Technique: is a technique in which the teacher asks question and students provide answers.

The Collaborative Technique: is a technique which requires students to work in pairs or in groups to learn something together or to solve a problem.
Section One: Personal Information

Q1. Specify your gender?
   a - Male  
   b - Female

Q2. The degree held:
   a - License (BA)  
   b - Magister/Master (MA)  
   c - Doctorate (PHD)

Section Two: Asking Questions in the EFL Classroom

Q3. Do you think that asking questions is important in the foreign language classroom?
   a - Yes
   b - No

Q4. Whatever your answer is, please justify.

Q5. How often do you ask questions in the classroom?
   a - Always
   b - Sometimes
   c - Never

Q6. Do you provide students with feedback after hearing the answers?
   a - Yes
   b - No

Q7. Which type of question do you ask more?
   a - Display questions
   b - Referential questions

Q8. How much time do you give to your students after asking the question?
   a - Second
   b - 3 seconds
   c - 5 seconds
Section Two: Classroom Interaction

Q9. Do you think classroom interaction is important?
   a- Yes  
   b- No  

Q10. If yes, please explain

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Q11. How often do you invite your students to interact?
   a- Always  
   b- Sometimes  
   c- Never  

Q12. What kind of teacher do you consider yourself?
   a- Controller  
   b- Organizer  
   c- Assessor  
   If others, please specify.  

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Q13. How do you rate your talking time in the classroom? Is it:
   a- High  
   b- Average  
   c- Low  

Q14. Which type of interaction students enjoy the most?
   a- Teacher-student interaction  
   b- Student-student interaction  

Q15. Which of these techniques you use to initiate interaction?
   a. The scaffolding technique.  
   b. The questioning technique.  
   c. The collaborative learning technique.  

Section Three: Referential Questions and Classroom Interaction

Q16. Do you think that referential questions increase interaction between the teacher and students and among students themselves?
   a- Yes   
   b- No   

Q17. If yes, please justify.

Further Suggestions
If you have any comments or suggestions, you are welcome.

Thank you
Dear students,

This questionnaire is an attempt to gather data required for the fulfillment of a Master dissertation. It aims at investigating teachers’ and students’ attitudes towards the effect of referential questions on EFL classroom interaction. We would be grateful if you answer these questions to help us accomplishing this research.

Please, tick (✓) the appropriate box (es) and make full statement whenever necessary.

Thank you in advance for your cooperation

Definition of Key Terms:

Referential Questions: are questions which require long responses that are not known by the teacher and invite students to express their ideas, explain, interpret or clarify.

Display Questions: are questions to which the questioner already knows the answer and they are used to see if students understand or remember something.

The scaffolding Technique: is a technique through which a teacher adds supports and aids for students when introducing something new in order to enhance their learning.

The Questioning Technique: is a technique in which the teacher asks question and students provide answers.

The Collaborative Technique: is a technique which requires students to work in pairs or in groups to learn something together or to solve a problem.
Section One: Personal Information

Q1. Specify your gender.
   a- Male □
   b- Female □

Q2. Are you learning English because it is your
   a- Personal choice □
   b- Imposed □

Section Two: Asking Questions in the EFL Classroom

Q3. Do you think that teacher questioning is important?
   a- Yes □
   b- No □

Q4. If yes, explain why?

Q5. How often do you respond to your teacher’s questions?
   a- Always □
   b- Sometimes □
   c- Never □

Q6. Do you receive feedback after responding?
   a- Yes □
   b- No □

Q7. Do you prefer to be asked referential questions?
   a- Yes □
   b- No □

Q8. Whatever your answer is, please justify.

Q9. What do you think is the best way to express yourself and your ideas?

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………………………………………………………………………………………………
………………………………………………………………………………………………
Section Three: Classroom Interaction

Q10. Do you think interaction in the classroom is important when learning a foreign language?
   a- Yes
   b- No

Q11. Whatever your choice, say why?

Q12. When you interact in the classroom, is it
   a- You who wants?
   b- The teacher who asks you?

Q13. Who does most of the talk in the classroom?
   a- Teacher
   b- You

Q14. What do you want your teacher to be when interacting in the classroom?
   a- Controller
   b- Assessor
   c- Organizer
   d- Observer
   If others, please specify.

Q15. How often do you interact with your teacher?
   a- Always
   b- Sometimes
   c- Never
Q16. How often do you interact with your classmates?

a- Always
b- Sometimes

c- Never

Q17. Which technique do you want your teacher to use to initiate interaction?

a- The scaffolding technique
b- The questioning technique
c- The collaborative technique

Q18. Please, justify your choice.

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………………………………………………………………………………………………
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………………………………………………………………………………………………

Section Three: Referential Questions and Classroom Interaction

Q19. Do you think that referential questions increase classroom interaction?

a- Yes
b- No

Q20. If yes, explain how?

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………………………………………………………………………………………………
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Further Suggestions

If you have any comments or suggestions, please add.

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………………………………………………………………………………………………
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………………………………………………………………………………………………

Thank you
Cette étude essaye d’explorer les attitudes des enseignants et des étudiants envers l’effet de questions référentielles dans le développement de l’interaction en classe. L’hypothèse retenue dans cette étude établit que les enseignants et les étudiants ont des attitudes positifs envers l’effet de questions référentielles. Pour tester la validité de l’hypothèse, la méthode de recherche adoptée était purement descriptive. Deux questionnaires sont distribués, un pour les enseignants et l’autre pour les étudiants de troisième année de département d’anglais à l’université de Larbi Ben M’hidi. Les résultats obtenues ont montré que les enseignants et les étudiants prennent en considération l’importance de l’interaction en classe. La dernière est augmentée lorsque des questions référentielles sont posées. Il est également constaté que ce type de questions facilite la participation et l’apprentissage des étudiants. Sur la lumière de ces résultats, l’hypothèse indiquée précédemment a été confirmée avec succès ce que les enseignants et les étudiants ont des attitudes positifs envers l’effet de questions référentielles sur l’interaction en classe.
ملخص

إن هذه الدراسة تهدف إلى استكشاف وجهة نظر الأساتذة و الطلبة حول تأثير الأسئلة المرجعية في تطوير التفاعل الصفي. الفرضية المعتمدة تبين أن كلا من الأساتذة و الطلبة سيكون لهما موافقة إيجابية نحو الأسئلة المرجعية كوسيلة لزيادة التفاعل الصفي. للوصول إلى هذا النتائج، أُجريت الدراسة منهجية وصول واستبيانين موجهين إلى أساتذة وطلاب السنة الثالثة من قسم اللغة الإنجليزية في جامعة النجاح في جبلة، حيث أظهرت النتائج أن الأساتذة و الطلبة يدركون أهمية التفاعل الصفي. ويزداد هذا الأخير عند طرح الأسئلة المرجعية. كما أنه وجد أن هذا النوع من الأسئلة يسهل المشاركة وتعلم الطلاب. على ضوء هذه النتائج، تم تأكيد الفرضية المعلنة السابقة بنجاح في أن الأساتذة و الطلبة لديهم اتجاهات إيجابية نحو تأثير الأسئلة المرجعية على التفاعل الصفي.