

**Questioning pattern used by Secondary Level School Teachers in Bangladesh  
(Dhaka City): An Investigation into Classroom Interaction**

**A**

**Thesis**

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## **Abstract:**

Teacher Questioning is regarded the main activity of the secondary school English classes in our country context because teacher questions are predominant input that has become an extremely central aspect of teacher - pupil interaction. The purpose of this study was to investigate the types of teacher questions and questioning strategies employed in teaching language in secondary level English. To this end, for English teachers of Class Nine and Ten, of five secondary high schools were selected for investigation in the study, Classroom observation , questionnaire and checklist were used as instruments to gather the necessary data. The findings of the study suggest that the number of knowledge questions were 76, which were lower –order according to their levels. The study also indicates that questioning strategies that are thought to be effective for learning English in the secondary classroom in Bangladesh were not effectively used. There was vast spaces left to be utilized for improvement for secondary level English education. So, it is recommended that special attention should be given to the development and implementation of the types of questions and questioning strategies in English classrooms of secondary level classes in Bangladesh as one component our Secondary level English.

## **Declaration**

I certify that the work presented in this thesis is, to the best of my knowledge and belief, original. Wherever contributions of other sources and information have been used, they have been acknowledged.

I do hereby declare that I have not submitted this material, either in a whole and part, for a degree or award to this or any other institution

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## **Dedication**

This thesis is dedicated to my parents who have never failed to give me financial and moral support or, otherwise, for providing me with whatever I needed during the time of writing this thesis and teaching me that even the largest task can be accomplished if it is done in one step at a time.

## **Acknowledgement**

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## **Chapter 1**

### **Introduction**

Questioning is essential in teaching. It is considered to be a significant and ever-present classroom activity which ensures Learning. As Sweeting (1944) argues ( cited in Chan, Pui-Yee, Pearl,1995), nobody can be an effective teacher without being successful at questioning.

Teacher questioning is a common happening in every classroom. The practice of question and answer ritual included teacher asking, acknowledging the answer and finally judging the answer is a leading factor in a usual classroom.

When one thinks of a teacher who particularly plays an inspiring role, we tend to remember the questions that the teacher asked. (Chan et al.,1995).

Research studies about the nature of question –answer ritual (Couithard 1988, Brown 1984, Clarendon 1988, Long and Sato 1983, Mehan 1979, Tsui 1985,1992) and the limitation of certain questioning ( Barnes 1969, Chan 1986, Hyan 1972, White & Light Brown 1984, Yuan(1992)have given importance on effective questioning ( cited in Chan, Pui-Yee, Pearl, 1995).

A great deal of empirical research pointed out the significance of teachers' questioning strategies on the learning process in the class. As Adedoyin (2010) states that teachers' questions are of significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom, teacher questioning is an indispensable part of teaching process with a reference to what Cotton (1988) stated as questioning is second only to lecturing in popularity as teaching method and that classroom teachers spend anywhere from thirty to fifty percent of their instructional time conducting question sessions. And even “in some classrooms over half of class time is taken up by question-and-answer exchanges” (Richards & Charles Lockhart, 2000, cited in Shi-ying, 2011). Considering this great quantity of teacher talk in the class, the vital role of questioning stands for its quality component as a reflection of teaching. Vogler (2005, cited in Adedoyin, 2010) states that questions can monitor comprehension, help make connections

to prior learning and stimulate cognitive growth. However, good questioning is a skill of effective teaching which involves a good planning, higher cognitive thinking and creating cognitive improvement in the class. As Shulman (1987, cited in Boaler & Brodie, 2004) indicates that the act of asking a good question is cognitively demanding; it requires considerable pedagogical content knowledge and Ornstein and Lasley (2000, p. 184, cited in Bone & Pritchard) state that good questioning is both a methodology and an art, it necessitates teachers to know what and to whom they teach well. In general, research shows that instruction involving questioning is more effective than instruction without questioning. Questioning is one of the nine research-based strategies presented in Classroom Instruction That Works ((Marzano, Pickering, and Pollock 2001).

One important finding is: questions that focus student attention on important elements of a lesson result in better comprehension than those that focus on unusual or interesting elements. Questions should also be structured so that most questions elicit correct responses.

### **1.1.Why Study Teacher Questioning**

According to remark of Brown and Edmondson, Questions are as old as speech itself and the use of questioning in teaching are at least as old as classroom (as cited in Chan, Pui-Yee, Pearl, 1995). This remark reveals the vital role of questioning in teaching.

Ever since Socrates, teaching and questioning have been viewed as integral part of activities. To be an effective teacher, one must be effective questioner. (Chan et al., 1995)The question strategy, used in classroom is distinctively contrary to the use of question outside of the classrooms. Questioning is a very particular and important part of the communication. Most questions asked by the teacher are not projected to carry on a conversation or to bring out new information. It is rather to allow teacher to assess the understanding of the subject matter (Mehan 1978 as cited in Chan, Pui-Yee, Pearl, 1995).

Teachers hardly ask a question. It is because they don't know the answer. Instead, they use questioning strategies to fulfill educational purposes (to test students' comprehension, to encourage thinking and inspire and motivate to develop a particular line of thought, to

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challenge and monitor learners' progress and for managerial purpose (to maintain student attention). (Chan et al., 1995)

Long and Sato (1983) found in language lessons, questions are even asked as test of student's mastery of particular points of language structure on vocabulary (as cited Chan et al., 1995).

Language teachers ask questions to get students practice a certain linguistic item and so on to use the target language to communicate (Tsui 1994) (as cited in Chan, Pui et al.). Long & Sato (1983) and Brock (1986) have investigated the role of question in second language learning in classroom environment. They have worked on Teacher Question Type (especially, display and referential questions). Van Lier (1988) believes that classroom questions of whatever sort are designed to get the learners to produce language . Teachers' questioning with such distinctive functions, is not very unexpected. The research on teacher's questioning behavior shows that a very *large amount of classroom talk is in the form of a question*. In the United States, an early study of class behavior showed that teacher asked 400 questions a day. A more recent American study estimated that *questions accounted for over 60% of the teacher talk* (Sweeting 1994:17).

In Hong Kong, a study of classroom behavior found that nearly 70% of classroom talk consisted of teacher asking a question, nominating a student to answer the question, the student answering the question and teacher providing the feed back in response.(Tsui, 1985)(as cited in Chan et.al,1995). So, quite obvious, questioning is a predominant activity in the classroom that it is worth studying.

**1.2. Significance of Study:** More often teachers in classroom follow different questioning patterns on questioning strategies. This difference between questioning strategies and questioning behavior of teacher in classroom make different impact on learners/students

performance. It also affects the amount of students' interactions as well as it has a great role in maintaining a balance between the student's talk time and teacher talk time. (The questioning strategies of observed teachers on teacher questioning has got extra-important as well as the research is done on a different teacher questioning pattern for making the classroom interactive which is very important in a Bangladeshi classroom context.

### **1.3. Delimitation of the Study**

This study concentrates on identifying basically the types of questions most commonly used and questioning strategies employed by teachers of secondary English teachers observed by the researcher from five secondary high schools of Dhaka.

Five teachers were observed for forty minutes each while teaching English in their respective classes. The observed questions and the data obtained from the questionnaire were analyzed. The sampling for this study does not warrant generalization. This is because many teachers are not interested to be observed. The researcher had to create a good rapport with them.

### **1.4. What is a Question?**

What is question is a major conceptual complexity to tackle. At a first glance, questions are easy to define. The questions are the techniques which people use to seek information by using *wh*-words or subject verb inversion with a question mark. In practical classroom, they are difficult to distinguish. They may emerge in question form, yet contain an implicit question. They may appear incomplete statements aimed at to requesting a verbal response.

Statements which are expressed with inflection may be used as questions and infrequently a statement without inflection may be used as question, even grunts and gestures, facial expression can be considered as questions. As a Researcher has to make a decision on what should be considered as question in the class room context may be rather difficult than when it first appeared. The Operational definition that one adopts certainly controls the outcome of

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the studies about questioning) (Brown & Edmondson 1984, Sweeting 1994, Tsui 1994) (as cited in Chan et al., 1995).

Longman Dictionary of English language provides the following definition of a question: ‘a command or interrogative expression used to elicit information or a response, or to test knowledge.’ (As cited in Shomoossi 2004). Lynch (1991), however, criticizes the last aspect of it, i.e. to test knowledge.

In non-educational settings, people seldom ask questions to which they have already an answer. Although, there are a number of exceptions such as jokes (e.g. what's the difference between – and -?), quizzes (e.g. *which country will host the next Olympics?*) and courtroom discourse (e.g. *and what did the defendant say to you then?*). Lynch characterizes a question as an utterance with a particular illocutionary force; and Quirk et al. (1970 and 1985) define a question as a semantic class used to *seek* information on a specific subject (Lynch, 1991). (as cited in ( Shomoossi, 2004)

### **1.5. How Are Questions Classified**

There are too many ways to categorize questions. Sweeting (Sweeting 1994) made a glossary of questions from A-Z. In general, questions can be classified in terms of functions (managerial or educational), or in terms of mode of delivery (threatening, natural, encouraging), or according to target (whether to particularize individuals, groups or the whole class), or in terms of the degree of clarity of the question (clear or ambiguous questions), or in terms of cognitive demand on students (high-order questions, low-order questions), or in terms of responses that questions can evoke (open questions and closed questions). (as cited in Chan, 1995).

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Of course, majority classification systems are of much use. It gives us a theory base when we consider questions. It gives us some justification to deal or not to deal with. Each system to classify questions puts us face to face with problem. An educational question may be used for managing things. Questions seem natural though to an observer but one asked, s/he asked may feel awkward, even threatening. Or even, the question so posed to a whole class, one pupil might think is only directed to him/her. S/he feels weak in such seemingly isolation from all. A question may be perfectly clear to an uninvolved observer. Or it might be just opposite the situation. A question supposedly calls for thinking but may entail just recalling by the learner of what s/he already has been told. This question could have wide range of responses from the learner. But as the teacher wants only particular answer. The alternative responses are naturally closed for the learner. So one must be alert about the context in which the question is asked. If one makes legitimate observation of the question, one must clarify the shared knowledge of the speaker and the listener. The intention of the speaker also need be clear and specific . However, question type differs in different context.

Therefore the classification is subject to context. Naturally, it is difficult to make generalization legitimately for it is a real problem to compare data taken from different contexts..( Brown & Edmondson).Actually, the complexities of categorizing questions has not prohibited researchers from attempting to label questions to study classroom discourse. Bloom's Taxonomy has six cognitive levels . They are “Knowledge”, “Comprehension”, “Application”, "Analysis", "Synthesis" and "Evaluation". These categories characterize roughly a hierarchy of question types corresponding to our cognitive processes. (Cooper 1990) . Bloom's Taxonomy of Educational Objectives for The Cognitive Domain (1956) has

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been the most significant scheme for classifying questions according to their presumed cognitive level, even though it was not intended for such use. It can even be considered the prototype taxonomy.(Wittlock 1956:452). Bloom's Taxonomy is more constructive for analyzing data of lessons about content subjects which occupy a variety of thought processes. Such taxonomy is further developed into a common classification system - "recall-thought" continuum (Brown & Edmondson 1984:103). Barnes (1969) labeled those questions requiring facts as "factual questions" and those demanding reasoning as "reasoning". The former ones usually begin with question words, 'what', 'when', 'who' and 'where' whilst the latter begins with 'how' and 'why'.(Tsui 1995:24)( as cited in Chan, 1995). Recall (factual) questions involve learners to recall existing information whereas thought (reasoning) questions engage learners to use their on hand information to generate new information. Not surprisingly, teachers use recall mostly. The reason behind using recall questions more often is that the information has to be known before it can be applied and curricular objectives and exam often stress factual content.( Brown and Edmonson 1984:104)

Another influential categorization system is a modification of that formed by Douglas Barnes ( 1969) - "open and closed continuum." Based on range of learners reply and the way of teachers' evaluation ,questions are classified into three groups. In closed questions, only limited number of acceptable answers exists. Usually the answers of closed questions are factual. There are number of questions which permit a range of responses and usually they give more scope of thinking. There are Pseudo questions which emerge to be open but those questions are where the teacher is looking for a particular answer. This classification

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system is most helpful for language teacher as it can correlate the types of questions with students' language output. Closed questions are more restrictive than open questions. Open questions are supposed to promote target language output from students. ( 1995 :2530)

Another useful classification to language teachers is proposed by Long and Sato ( 1983). Based on the nature of the interaction generated by the questions, they are classified into two groups. Display questions are those to check knowledge. Referential questions are those to which the teacher does not have the answers. With the growth in concern for communication in language classrooms, such a distinction is crucial. While referential questions may be either open or closed, display questions tend to be closed. Open referential questions would likely promote better learner output and more meaningful communication between the teacher and the students (Chaudron 1988: 127) So, it is believed that display questions make interactions that are typical of didactic discourse whereas referential questions make interactions typical of social communication (Tsui1995:28).



## **Chapter 2**

### **Literature Review**

The long and venerable history of the practice of classroom questioning is an educational strategy often traced back to Socrates (Black, 2001). Socratic Method of using the question-answer method to challenge widespread assumptions, to expose contradictions and to strive for novelty in knowledge and wisdom is a powerful teaching approach (Mujtaba, 2014; Cnop & Grandsard, 1998). To this end, its long history and demonstrated effectiveness has been of interest to researchers and practitioners due to its widespread use in contemporary teaching techniques (Cobb, Boufi, McClain, and Whitenack, 1997; Croom & Stair, 2005)(as cited in Naz, Khan , Daraz, Mujtaba ,2013).

The interest in questioning has been refocused and the research methods on questioning have been improving. In the past, the discussions were more philosophical but now the studies have become more empirical and practical. The existing literature rates questioning next only to lecturing in popularity as a teaching method. It is to be noted that teachers spend thirty-five to fifty percent of their instructional time while conducting questioning sessions in classroom (DePree, 1998; Alton-Lee, 2003). Understanding question theoretically, it refers to any sentence which has an interrogative form or function while in a classroom setting, teacher questions are defined as instructional indications or stimuli that convey to students the content elements to be learned and directions for what and how of doing things (Denzin & Lincoln, 2000; Evans, 2000).( as cited in Naz et al. ,2013)

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In the nineteenth century, questions were much discussed by school inspectors (Bro & Edmondson 1984:97)<sup>9</sup>(as cited in Chan et al., 1995). In the Twentieth Century, questions have already become a concern for teachers, prospective teachers, teacher educators and researchers.

The phases of research on questioning corresponding to the cycles of research on teaching effectiveness. (Wilén 1982:7). It began with identifying teacher questioning characteristics and then proceeded to systematically observing teacher questioning behavior. Finally, recent research efforts focus on shaping the impact of teacher questioning behaviors on student learning outcomes.

In the early twentieth century, the research of Questioning was meager in quantity. But it was significant in the findings, of course. Stevens conducted the first major systematic research in 1912. It provided us an awareness of teacher questioning behaviors. He found that approximately 80% of the average school- day was occupied with teacher questions and answers. Teacher continued talking most of the time and asked about four questions per minute. Students are expected to recall facts but not necessarily to engage in thinking above their memory level. Stevens concluded that if instructions were to improve, teacher must develop questions that elicit reflections (Wilén 1982:5-6).

Beginning with Stevens' study describing teachers questioning became an area of research. The focus on identifying the cognitive levels of questions to describe and analyze teachers' behavior and analyze teachers objectively, researchers applied systematic observation techniques in classrooms. Many instruments like Flander's interaction *analysis* and Amidon and Hunter's Verbal Interaction Category System were used to categorize teacher questioning

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behavior in order to determine effectiveness. Bloom's taxonomy of educational objectives which was originally devised to categorize intellectual operations, provided a model for researchers to investigate the cognitive level of teacher questions.

In the mid Twentieth Century, research on teacher questioning behaviors went through a change. Even though it is still used sophisticated methods of systemic observation, the focus was to develop and test training programs using such systematic observation techniques to provide pre-service and in-service teachers with questioning skill (Wilén : 1982:6). Studies about the feasibility of training teachers in the use of questioning techniques and the resultant effect upon Student's learning were carried out. The training primarily stressed raising questioning levels to better conform to desired students' levels (Wilén : 1982:6).

According to Wilén(1982), such research exploring the impact of teachers on students' learning outcomes will become the impact of teacher questioning behaviors on students' learning for teacher accountability(Wilén,1982:7).

Since Steven's study, review of research on questioning indicated that the classroom verbal behavior patterns have been extremely stable i.e. most of the teacher talk is dominated by questioning and teachers persisted in asking lower- order cognitive questions.

Chan(1986) conducted a functional analysis on the questioning strategies employed by EPA on Physics teachers in Hong Kong. She found that most of the teacher talks were initiated by teacher questioning and majority of questions asked were of lower order. Typically, most classroom instruction has been monopolized by teachers employing a variety of strategies that dominate the speaking floor, make frequent request of low-level factual or recall of information, and a disregard for students bid to change the current topic (Carlsen, 1991, as cited in Horowitz, 2007)

Current technologies make it for researchers/ investigators what is said or done by teachers in classes. However, current research should not be confined to what teachers ask or do but explore why teachers do so. It is essential that researcher look beyond the data as external in order to work out the belief underlying those actions.

So, recently qualitative studies have emerged to investigate the qualities of teacher questioning and its feedback (Yau, 1992). Such kind of research can supplement the present *repertoire* of questioning studies by offering more insights about effective questioning.

## **2.1 Teacher Questioning in L2 Studies**

Teacher questioning is one of the aspects of teacher talk that received a lot of concentration. Teacher questioning behavior has been studied in several L2 studies concerned to an extent to which teachers' questions might facilitate either target language production or meaningful responses by students (Brock 1986, Pica & Long 1986, White & Light Brown 1984) ( as cited in Chan 1995). Questioning plays an important role in teacher talk which is considered to have a potential effect on learners' comprehension, and which has been hypothesized to be important for Second Language Acquisition (SLA). (Xiaoyan Ma, 2008, p.93).

Much of teachers' talk relates to question substantial research exists demonstrating that questions can assist learners in improving their linguistic ability. Chaudron goes further, warning that poor questioning practice can be counter-productive (Xiaoyan Ma, 2008, para.6).

Comparisons have been made between the types of questions posed to the students/ learners in a class room and those addressed to them outside the classroom (Long & Sato 1983), Mehan 1979). Studies also looked at improving (teaching) functions of questions and the relationship between different question types and learning outcomes (Nunan 1989). ( as cited in Cha, 1995).

## **2.2. Question Types :**

Various types of questions and how they make effect on student participation in classroom has become the main focus of the research, (Tsui, 1995).

An early study of L1 classroom made difference between open ended questions ( Barnes, 1969). Such distinctions separately sort out those questions which except a particularly brief, closed set of responses from those which leave open the nature and length of expected

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response ( Chaudron,1988) in terms of language production. Open ended questions are more likely to evoke responses (Tsui 1995). An instructor should ask questions that will require students to use the thinking skills that he or she is trying to develop. Bloom's Taxonomy is a hierarchical system for ordering thinking skills from lower to higher, where each level requires a student's mastery of the skills below it. It is not essential that an instructor be able to grade each question at a specific level. The Taxonomy is introduced as a tool which is helpful for defining the kinds of thinking skills instructors expect from students and for helping to set up similarity between the instructor's goals and the questions he or she asks.

People often refer to "lower-level" and "higher-level" questions or behaviors, rather than assigning a specific level to those questions or behaviors. Lower-level questions are most appropriate for: (a) evaluating students' preparation and comprehension, (b) diagnosing students' strengths and weaknesses, and, (c) reviewing and summarizing content. Higher-level questions are most appropriate for encouraging students to think more deeply and critically, solving problems, encouraging discussions and, stimulating students to seek information on their own.

Typically, an instructor would vary the level of questions within a single class period. For example, an instructor might ask the higher-level question, "How can style of writing and the thesis of a given essay be related?" If she gets inadequate or incorrect student response to that question, she might ask lower-level questions to check whether students know and understand the material. For example, she might then ask, "What is the definition of *thesis statement*?" or "What are some characteristics of different writing styles?"

In addition to asking questions at various levels of the Taxonomy, an instructor might consider whether s/he is asking closed or open questions. Barnes (1969) examined teacher questioning and classified the questions into four types. The first type contains questions concerning factual matters, that is, the questions beginning with "what". The second type includes questions of inference beginning with "why" and "how". The third type encompasses open questions which do not require any inference. And the last type has questions for communication which could control the behavior of learners.

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Barns further classified the second type into closed questions and open questions. A closed question is one for which there are a limited number of acceptable answers, most of which will usually be anticipated by the instructor. For example, "What is the definition of an adjective?" An open question is one for which there are many acceptable answers, most of which will not be anticipated by the instructor. For example, "What is an example of an adjective?". A lot of overlaps can be detected between these types since "how" and "why" questions can also be factual (ask about facts rather than opinion). For instance, "how do you come to school? Why did you go to hospital?". Additionally, a "what" question can be a question of inference rather than factual. For example, "what would happen if you were the president of USA?"(As cited in Sulaiman,2013,p.53).

Both open and closed questions may be used at any level of Bloom's Taxonomy. For example,

- An open low-level question might be *"What is an example of a plant process?"*
- An open high-level question might be *"What are some ways we might solve global warming?"*
- A closed low-level question could be phrased as *"What are the products of photosynthesis?"*
- Or, a closed high-level question delivered as: *"Given the advantages and disadvantages of organic farming?, how would you evaluate the effectiveness of methods currently employed in preventing E. coli outbreaks?"*( Dier.n.d,pg.2)

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories:

- **Knowledge** – (recall data or information) inquiries are employed when the teacher's purpose is to determine whether the pupils remember certain specific facts. They assess only a superficial understanding and require a lower-order type

of thinking. It must be stressed, though, that pupils cannot be asked to think at higher levels if they lack the fundamentals.

- **Comprehension** – (understand meaning) questions involve the students to select those facts that are relevant in order to describe, compare, contrast, or translate ideas from one medium to another.
- **Application** (use a concept in a new situation) questions are asked when the purpose is to encourage the learners to apply information they have learned in order to reach and answer a problem which has one correct answer.
- **Analysis** – (separating concepts into parts to distinguish between facts and inferences) questions are asked when the purpose is to encourage the pupils to demonstrate their understanding of relationships, patterns & organization. It is about cause & effect, similarities & differences.
- **Fusion**–(combine parts to form new meaning) questions help pupils form relationships and put things together in new or original ways. These questions help develop the creative abilities of pupils. They test thorough understanding of a subject and may require pupils to make predictions, original communications or solve problems that allow a variety of creative answers.
- **Evaluation** –( make judgments about the value of ideas or product) questions help pupils choose among alternatives by judging which best fits some stated values. These questions do not have a single correct answer but require the pupil to assess various options. (Definition for Bloom Taxonomy, 2002)

Another classification is one by Richards & Lockhart (1996). This is classification of questioning types in EFL classroom to make teaching effective and enhance learners' proficiency in target language. They classified questions into three categories in terms of the purpose of questions in classroom: *Procedural, convergent and divergent*.

Procedural questions relate to classroom procedure, routines and classroom management. They are used to ensure the smooth flow of the teaching process.

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- **Procedural questions** have to do with classroom procedures and routines and classroom management as opposed to the content of learning .Richard and Lockharts(1994:186), state that the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear, and the student were ready for the next activity. For example, “Did everyone bring homework?”

“Did you all understand what I want to do?” etc. Procedural questions are designed to engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction. Unlike procedural , convergent and divergent questions are designed to engage students in the content of the lesson, facilitate their comprehension, and promote classroom interaction.

- **Convergent questions**

It encourages similar student responses or responses which focus on a central theme. These responses are often short answers, such as “yes” or “no” or short statements. This means they usually require students to engage in higher level thinking rather recall often previously taught material/ presented information to answer the questions in order to come up with a response (*ibid*, 1994). In general convergent questions may expect the student to repeat some conventional wisdom. Richards and Lockharts (1994:186) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers. For Example, “How many of you have a personal computer in home? Do you use it every day?”.

- **Divergent Questions**

Divergent questions, on the contrary, are different from convergent questions , in that they encourages diverse, long responses with higher level thinking that does not require just recalling of previously presented information. In general, divergent questions often require students to give their own answers and express themselves .



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This to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes(*Ibid*). (Hamiloğlu. Temiz.,2012,p.3).

Therefore, divergent questions often require new, creative insights. After asking convergent questions noted above, the teacher ask divergent question. Such as, “Do you think computer slaving has a negative effect on society?.

Some researchers have simplified classification of questions into lower and higher cognitive questions. *Lower cognitive questions* (fact, closed, direct, recall, and knowledge questions) involve the recall of information. *Higher cognitive questions* (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer. Regardless of the classification, traditional Wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case. According to some studies, lower cognitive questions (knowledge and comprehension on Bloom’s Taxonomy) may be most beneficial for primary students. Lower cognitive questions are also more effective when the goal is to impart factual knowledge and commit it to memory.

Higher cognitive questions (application, analysis, synthesis, and evaluation) should make up a higher percentage of questions asked above the primary grades. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. Increasing the use of higher cognitive questions can produce superior learning gains for older students, particularly those in secondary school, and does not reduce student performance on lower cognitive questions.(Chan.et.al. ,1995).

Another categorization, for teachers’ questions was presented by Wajnryb (1992, p. 47) as follows:

- Yes/No questions, e.g. ‘Here is a picture of woman. Have you seen her face before?’
- Short answer/ retrieval-style questions, e.g. ‘What did she say about the film?’

- Open-ended questions, e.g. ‘Whom could he have telephoned?’
- Display questions (questions requesting information already known to the questioner), e.g. ‘What color is this pen?’
- Referential questions (questions requesting new information), e.g. ‘What did you study at university?’
- Non-retrieval, imaginative questions (questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for), e.g. ‘What do you think the writer was suggesting by making the central character an animal?’

### **2.3. Modification of Question**

In EFL classrooms, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teacher’s questions are ambiguous to students to comprehend the question. In line with this, Mackey, (1965:369) asks the following questions so as to evaluate the clarity of teacher’s questions : How efficient is questioning? Are the questions clear and to the point? Are questions so worded as to avoid unprofitable yes- or – no answers? Are the efforts of the learner given to answering the questions or to finding out what it means?

Modified and effectively rephrased questions may avoid ambiguity and encourage students to participate in the classroom discussion. Moreover, it enhances language learning and increases students’ productive skills. According to Chaudron, (1988:128) ‘Teachers should modify a question by rephrasing it with alternative *or, or-choice* questions, like ‘what coffee, tea, beer’. In support of this idea, Tsui, (1995) suggests that it is fairly common among teachers to simply repeat a question when they fail to get a response from students. Modifying questions can help students provide answer to question without taking more wait time. In addition to this, students with low proficiency can be helped more to improve their abilities in the language. Regarding the importance of modification, Tsui,(1995;56) explained while verbatim repetition has its place in helping students to process the question, particularly for those with low proficiency, it is important

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for teachers to remember that, when a response is not forthcoming even after it is repeated verbatim, the question needs to be modified.

It is believed that two-thirds of the time teachers and pupils spend in the classroom someone is talking. Two-thirds of that talking is done by the teacher (Delamont, 1983).

Teacher's talk consists of questioning. Teacher's questioning should be phrased in clear and unambiguous terms to lead the learner to develop values, abilities to analyze and discriminate.

As Chaudron (1988) points out, providing the right sort of modification of questions at the beginning or a bit later, rephrasing is essential to make it appropriately comprehensible and answerable within the student's subject matter and L2 comprehension.

The repetitive nature of the teacher's requests and instructions in questioning is characteristic of what happens in teaching. Repetition is one of many strategies teachers use to make their directions and instructions understandable to the learners Richards & Lockhart (1994).

Chaudron (1988) strengthens the above strategies of modifying teacher's language by adding the following salient points:

*Speaking more slowly.* When teachers speak to language learners in the classroom, they often use a slower rate of speech than they would use in other situations.

*Using pause.* Teachers tend to pause more and to use longer pauses when teaching language learners, particularly lower-level students. These pauses give learners more time to process what he has said and hence facilitate their comprehension.

*Changing pronunciation* Teachers may sometimes use a clearer articulation or a more standard style of speech one which contains fewer reductions and contractions than they would use outside of a teaching situation. For example, instead of saying 'could ja read

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that line, Juan?’ the teacher might more carefully enunciate “could you.....?”

*Modifying vocabulary.* Teachers often replace a difficult word with what they think is a more commonly used word. For example, the teacher might ask, “what do you think this picture shows?” instead of “what do you think this picture depicts?” However teachers sometimes unwittingly “complicate” vocabulary instead of simplifying it. For example, teachers might say, “what do you think this picture is about? Supplying an idiomatic (but not necessarily simpler). Replacement of depicts.

*Modifying grammar Language.* Teachers often simplify the grammatical structure of sentences in the classroom situation than in other contexts, or avoid using complex tenses.

*Modifying discourse.* Teachers may repeat themselves or answer their own questions in order to make them understood. As it has been stated earlier, modifying teacher’s questions not only make the teacher as easy to understand as possible, but also provide learner’s essential support to facilitate language comprehension. (Krashen1985:4) argues that this is how teachers provide learners with “comprehensible input” (input which is finely tuned to the learner’s level of comprehension), which he sees as “the essential ingredient for second language acquisition”.

Therefore, paraphrasing the question may serve two purposes. It ensures that the entire class hears the question. More importantly, it lets the questioner check the students understanding of his or her question. When they have not completely understood, often the student will rephrase or elaborate upon the question. In doing so the student is often “thinking out loud “ and may come to his or her own conclusions without further help. This process also gives the other students time to think above the question and possible.

Overuse of this kind of modification deprives students of the chance to produce longer responses. To make the response easier, the teacher may narrow down possible answers by lexical modification, providing clues while asking a series of leading questions (Tsui, 1995 : 61-64) answers to it (Hyman 1979).

#### **2.4. Placement and Timing of Questions**

How many questions should a teacher ask? And at what point during the lesson? Frequent questioning has been shown to be positively related to learning facts, but simply asking a greater number of questions does not help the learning of more complex material. Just as with higher cognitive questions, it may be necessary to include explicit instruction to promote student learning of complicated concepts.

According to the findings of some researchers, there is no relationship between the increasing amount of frequency of Classroom Questioning and the enhancing rate of learning of complex materials. Teachers often pose questions prior to reading. Research shows that while this strategy is effective for older students, those with high ability, and those interested in the subject matter, it is not as effective for younger students and poor readers, who tend to focus only on the material that will help them answer the questions. ( Cotton.n,d.p.4)

- **WAIT-TIME**

Wait-time is another key factor in questioning techniques. Wait-time can be defined as the amount of time a teacher allows to intervene after he or she has posed a question. (A less frequently used and researched definition is the amount of time that a teacher allows to intervene before responding after a student stops speaking) . While traditional wisdom advocates a brisk pace of instruction to maintain interest and cover more material, research shows that slowing slightly to include more wait-time promotes achievement ( Gaither, n. d.)". Wait-time refers to the amount of time the teacher pauses after a question and before pursuing the answer with further questions or nomination of another student. (Chaudron 1988) . Wait time has been emphasized in the literature as a result of the pioneering research of Mary Budd Rowe (1986) (Jacobsen, D.A., Eggen, P. Kauchak, D. 2002). Research indicates that teachers, after asking a question, typically wait one

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second or less for students to respond before interrupting, prompting, giving the answer themselves, or calling on another student (Rowe, 1974, 1986). Less than a second is not a great deal of time to consider what to say, much less how to say. In addition, Rowe found that teachers tend to cut off students' responses rather than letting them think through and construct their answers as fully as possible. Both of these problems are more pronounced when students are perceived as low achievers (Kauchak, D.P., Eggen, and P.D. 2003). White and Lightbown (1984) found that students were rarely given sufficient time to formulate the answers before the teacher repeated, rephrased, or went on to ask another student the question. The average wait time for the combined sampled was only 2.1 seconds. When the initial question was not answered immediately, the teacher went on to repetitions or rephrasing of the questions. The average wait time, nevertheless, did not increase with the number of repetitions, and in most classes, it is actually decreased. By the 4th repetition, teachers were waiting an average of only 1.6 seconds. White and Lightbown argued for greater wait-time for the student to possess the question and formulate the answer. While they suggested allowing for genuine communication to take place in the second language classroom, teachers find wait time of five to ten seconds to be natural and beneficial (as cited in Chan, 1995).

Tsui (1992) pinpointed the dilemma of the language teachers toward the issue of giving more wait time. There are two reasons why many teachers repeat and rephrase the question as soon as there is no immediate response. Firstly, they wanted to keep a brisk pace and get students to participate. Secondly, they do not realize that by giving very little wait time for students to think about the question and construct an appropriate response, they are in fact making it more difficult for the students to respond. (Tsui, 1992 : 90)(As cited in Chan, 1995).

In the classrooms studied, the average wait-time after a question was posed was one second or less. The students perceived as slow or poor learners were afforded less wait-time than that of students viewed as more capable. This amount of wait-time is not sufficient for students, particularly, for those that experience difficulty. Studies show that for lower cognitive questions, a wait-time of three seconds is most effective in terms of achievement.

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Shorter or longer times were less positively correlated with student success. For higher cognitive questions, no wait-time threshold was observed. Researchers noted that students seemed to become more engaged and successful the longer the teacher waited (within reason, of course). Increased wait-time is related to a number of student outcomes, including improved achievement and retention, greater numbers of higher cognitive responses, longer responses, decreases in interruptions, and increased student-student interactions. These outcomes are quite similar to those observed with an increased frequency of higher cognitive questions. In fact, researchers believe that a causal relationship may exist between the two: higher cognitive questions require more wait-time, and more wait-time allows for the implementation of higher cognitive discussions. ) ( Gaither, n.d.)".

Research on classroom questioning and information processing indicates that students need at least three seconds to comprehend a question, consider the available information, formulate an answer, and begin to respond. In contrast, the same research established that, on average, a classroom teacher allows less than one second of wait-time. After teachers were trained to allow three to five seconds of wait-time the following significant changes in their classrooms occurred (from Rowe, 1974):

- The number of students who failed to respond when called on decreased.
- The number of unsolicited but appropriate responses increased.
- The length of student responses increased.
- The number of student statements where evidence was used to make inferences increased.
- The number of responses from students identified by the teacher as less able increased.
- The number of student-to-student interactions increased.
- The number of student questions increased(Questioning Strategies, n. d.)

Another US study, conducted in New York in 1978 by Mary Budd Rowe, also found that increasing the wait time improved the number and quality of the responses. For a lower-order recall question, three seconds was found to be the optimum wait time, while wait times of more than 10 seconds produced even better results with higher-order questions. The same research also found that extending the wait time between the pupil giving the answer and the teacher commenting on it (typically fractions of a second) allows pupils to revise or expand their response, and encourages other pupils to contribute.

"It's such a simple idea," says Bob Marshall of training company Smarter Learning. "But the impact is remarkable. Having the self-discipline to keep quiet for a moment is sometimes all you need to do to get students thinking." He suggests relaxing the rapid-response questioning of the classroom by sometimes posing a question at the end of each lesson which pupils can ponder over for discussion the following day.

## 2.5. Function of Questioning

In classroom setting, Cotton (2003) claimed that teacher questions and student answers are considered a powerful teaching approach if they are used to expose contradictions, challenge assumption, and lead to new wisdom and knowledge. To vitalize the classroom questions, teachers should design questions which can expand students' knowledge and promote creative thinking. A number of researchers (Brown and Wragg, 2001; Cotton, 2003; Richard, 1996; Morgan, 1991) state the following functions that teacher questioning serves in the classroom:

- Asking questions helps teachers to follow up and elaborate on what a student has said.
- Students can openly express their ideas through by answering teacher questions.
- Asking questions enhances students' interest and keep them actively involved.
- The act of questioning lets students benefit from various explanations of the material by their peers.
- Questioning is a good tool for evaluating student learning and reviewing the lesson as necessary.
- Asking questions enables teachers to control class discipline and student behavior (as cited in Quashoa,2013,p.52-53)

Additionally, Donald & Paul (1989) grouped the functions of teacher questioning into three main areas: *diagnostic, instructional and motivational*. As a diagnostic tool, classroom



questions allow the teacher to find out what the students know and how they think about the topic, so teachers can evaluate the current states of students' thinking.

However, instructional function of classroom questions enables the teacher to encourage and support students learn new material and relate it with the old one.

Regarding motivational functions, classroom questions can engage learners in the lesson and challenge their thinking. Moreover, teacher questions can draw students' attention back to the lesson and provide a chance for some students to show off their distinction and challenge in front of their colleagues

## **2.6. Purpose of Asking Question in the Classroom:**

Teachers ask questions for a variety of purposes, including:

- Developing interest and motivating students to be actively involved in the class.
- Evaluating student's preparation and check on homework and seat work completion.
- Developing critical thinking skills and becoming analytical about attitudes.
- Revising and summarizing the previous lesson.
- Nurturing insights by exposing new relationship.
- Assessing achievements of instructional goals and objectives.
- Challenge their beliefs and prompt them to reconsider their current thinking.
- Provoke them to share and debate their ideas. (Cotton,n.d.)

A teacher may vary his or her purpose in asking questions during a single lesson, or a single question may have more than one purpose. Usually those purposes are pursued in the context of classroom performance, known as a series of teacher questions which help to elicit student's response and sometimes they represent the high incidence of questioning as a teaching strategy, and its consequent potential for influencing student learning, have led

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many investigators to examine relationships between questioning methods and student achievement and behavior and teachers' reaction to that responses.( Gaither,2008-copyright).

**2.7. Skills for Planning Questions:** Effective question requires teachers make preparation before class :

- Deciding on purpose for asking questions. One's goal should help him/her determine what level of question s/he will ask.
- Selecting the content. Choosing material which a teacher should consider important rather than trivial so that the students can study and learn based on the the teacher ask.
- Asking questions that necessitate an extended response or at least content. Avoiding questions that can be answered "yes or "no" unless they are going to follow with more question to determine reasoning.
- Until a teacher is skilled at classroom questioning , s/he should write her main question in advance. She has to arrange his list in some logical sequence ( specific to general , higher to lower level. Teacher should think of additional or better question during the questioning process . S/he can be flexible and add those or substitute them for some planned question. However, having a prepared list of question will help to assure that a teacher can ask question for their and representative of the important material. Teacher should phrase their question like , for example, "What about

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Foreign affairs ?” do not, however, often lead to productive answer. “What did we say about chemical bonding?” is too general unless you are only seeking a review of any material remember

- As a teacher , one’s question should not contain the answer. Avoiding implied response when one is genuinely looking for answer from the class.
- When planning questions, teacher should try to anticipate possible student responses. Anticipating student responses should help in her/his planning by forcing him/her to consider whether the phrasing is accurate, whether questions focus on the goal s/he in mind, and whether s/he enough flexibility to allow students to express ideas in their own word.( (Questioning strategies, n.d.)

### 2.8. Handling Student Responses to Questions

An important aspect of classroom interaction is the manner in which the instructor handles student responses. When an instructor asks a question, students can respond, ask a question, or give no response.

### 2.9. Strategies to Use When Students Respond

- **Reinforcement:** The instructor can reinforce by making positive statements and using positive non-verbal communication. Proper non-verbal responses include smiling, nodding and maintaining eye contact, while improper nonverbal responses included looking at notes while students speak, looking at the board, or ruffling papers. The type of reinforcement will be determined by:
  - *The correctness of the answer.* If a student gives an answer that is off-target or incorrect, the instructor may want to briefly acknowledge the response, then

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think of ways to help the student provide a correct answer. The instructor could use strategies such as probing, paraphrasing, or asking the question in a different way.

*The number of times a student has responded.* Instructors may want to provide a student who has never responded in class with more reinforcement than someone who responds often.

As a teacher, one should be sure to vary reinforcement techniques between various verbal statements and nonverbal reactions. Try not to overuse reinforcement in the classroom by overly praising every student comment. Students begin to question the sincerity of reinforcement if every response is reinforced equally or in the same way.

- **Probing:** The initial response of students may be superficial. The instructor needs to use a questioning strategy called *probing* to make students explore initial comments. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas. Probes can be used to:
  - *Analyze a student's statement*, make a student aware of underlying assumptions, or justify or evaluate a statement.
  - *Help students deduce relationships*. Instructors may ask students to judge the implications of their statements or to compare and contrast concepts. Have students clarify or elaborate on their comments by asking for more information.

- **Adjust/Refocus:** When a student provides a response that appears out of context, the instructor can refocus to encourage the student to tie her response to the content being discussed. This technique is also used to shift attention to a new topic.

#### **2.10. Strategies to Use When Students Don't Respond**

- **Redirect:** When a student responds to a question, the instructor can ask another student to comment on his statement. One purpose of using this technique is to enable more students to participate. This strategy can also be used to allow a student to correct another student's incorrect statement or respond to another student's question
- **Rephrasing:** This technique is used when a student provides an incorrect response or no response. Instead of telling the student s/he is incorrect or calling upon another student, the instructor can try one of three strategies.
- **Using wait-time :** Using adequate pause time after posing question to the students.

## Chapter 3

### Research Methodology

This section describe the method used regarding the types of teachers questions and questioning strategies in English classrooms of Secondary school in Dhaka city. to carry out the research. It also provides a brief description of the sample, the procedures used to collect data through classroom observations and questionnaires. Hence, the exploratory approach of data collection was used.

#### **3.1. Research data :**

For doing research, the researcher has chosen some of questioning strategies or questioning patterns which are used by secondary school teachers, especially, in Dhaka City. The researcher mainly wants to investigate the patterns or types of question which are used during daily practices of the classroom.

#### **3.2. Aim of the Research**

Based on research data, the researcher had been planning to investigate the different patterns of questions strategies that are used in classroom by observing Secondary level English classes and analyzing the data(questioning patterns and instructions, dialogue between teachers and students) through various questioning behavior.

#### **3.3. Methodology/ Procedures**

This study has employed both qualitative e and quantitative techniques that means mixed approach : To what type/ pattern of questions are processed in Secondary English classes of Bangla medium school of Capital city and to what extent they are used. In order to fulfill the objectives of the study which was to assess the types of teachers questions and questioning strategies they employ while teaching, data from the observed lessons and the answers of interview of teachers were analyzed. In general, to analyze and interpret the nature and types

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of classroom questions, different ways of classifying questions can be used. Bloom’s Taxonomy of Education objectives (1956) is considered to be the best classification in order to identify those questions concerned with factual, recall etc. Other scholars such as Burton (1962), Brown (1975), Farrant (1980) and Perrott (1986) have accepted Bloom’s classification as an important way of classifying questions. In addition , other classification.

**Process of Data Collection :** Process of Data collection was not easy for me. The researcher had visited five schools and interviewed their teacher. At first she asked permission to observe English language classes and after that distributed questionnaire to the teachers. As it is a season of SSC exam, the schools are used as public exam centers so for the researcher it was difficult to manage the time from school authorities. Finally, the researcher contacted the authority and got the permission and observed the English Classes from five different secondary schools.

Five English teachers are participants of this research. Then the researcher asked them to fill up the questionnaire and also talked to them about her research topic.

**Table 1:Observed Teachers and School**

No	No of Teachers	Name of Schools	Grade		No of students	
1.	1	YWCA Higher Secondary Girls’ School	9		50	
2.	1	New Model Multilateral School	10		25	
3.	1	Sukrabad High School	9	10	40	25

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4.	1	Government Laboratory High School	9		60	
5.	1.	Agrani School and College	9	10	55	25

### 3.4. Research Instrument

to achieve the objective of this study, the necessary data had to be collected. To this end, two data gathering instruments were used these are observation and questionnaires.

#### Observation

The purpose of classroom observation was to see teachers' questioning strategies and the types of question they employ while asking questions on the lessons taught in the EFL classrooms. It was believed the observation would help to obtain relevant information to the objectives of the study. The Observation was carried out for 35-40 minutes for each teacher in their respective classroom.

#### Questionnaire

To supplement and triangulate the data obtained from observation, questionnaires were employed. Questionnaires is mainly a checklist by which researcher can explore whether the teachers are using effective questioning pattern for the classroom. It was designed to investigate teacher's perception so as to get ample information.

#### Sampling

Small group of secondary level teachers from selected school classes were observed while teacher taught English by researcher and asked to fill up the questionnaires after class. The researcher also asked few questions which are not included in questionnaire. They all are graduates from different college and universities. One of them is BCS Cadre in



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general education. The study took place in six reputed School of Dhaka on twentieth ,twenty third and twenty fifth February and fifth and sixth March.

### **Setting:**

The observation took place in formal environment. The teachers were informed ahead of the observation while they were taking class. They were told that any normal classroom data were of interest to the researcher and they should not depart from their regular syllabus or lesson plan. The actual research questions are not revealed to the teacher before taking class to avoid any possible cause of “subject expectancy”- teacher thought they had figured out what a study was about to try to help the researcher to achieve her apparent aim.( Brown 1991:32-33). After the class, the questionnaires were filled up by teachers in teacher’s room.

### **3.5. Method of Analysis**

The preliminary procedures followed in the data analysis was to computing frequencies to describe the overall characteristics of the data. Likewise, data procured from the questionnaires were counted and computed. The data obtained from both instruments were analyzed and discussed. In this study, the data from direct observation of classroom teaching formed the major part of the analysis. As it has been stated, teachers questions were classified using Bloom’s Taxonomy.

As this study was following both qualitative and quantitative approach , the researcher at first attempted to go for qualitative –oriented or descriptive analysis. For this analysis , she attempted to describe the questioning strategies employed by the teachers. Following the ethnographic paradigm, the study adopted a naturalistic approach. Normal lessons were observed. The data for the investigation , therefore, consisted of the transcript of the lessons and the protocols of the teachers' questionnaire observed.

As the transcripts the lesson text-based qualitative data as the all of them belonging to English Text Book ( English For today ) and Exercise book( Nabadut English test paper.) . Most of them are based on reading passage and grammar. Such classroom data were analyzed

by a post-coding system. The coding category system employed here is by no means innovative, but adapted from Tsui's 'The Seventeen Categories' (1985) with having regard to the recommendations of teaching reading skills made by Nuttall (1982) and Gower & Watters (1983).

Tsui's Seventeen Categories is an eclectic model, bringing out in sharp relief the crucial features of several observational systems, that proposed by Flander (1970), Barnes (1969) and Sinclair and Couhand (1975). The classification of classroom talk into 'Teacher talk' and 'Pupil talk' gives a general picture of the verbal interaction pattern between the teacher and the student. The utterances are categorized into the categories of "acts". All speech acts are defined according to the function they perform in classroom interaction. However, for the purpose of this study, the rigorous analysis of all utterances or acts is not necessary. Some of the categories concerning giving instructions or lecturing like 'Direct', 'Inform', 'Recapitulate', 'Frame', 'Starter' and 'Check' were eliminated as this study did not set out to analyze all of the language of the classroom it focused on teacher questioning. So, the classification of the teacher's question was refined. More sub-categories were devised to bring out the various nature of display questions and restating elicits. To make a close examination of the type of question asked and the modification made to elicit answers, such refinement was useful and crucial. The Coding Category system proposed in this study is shown and described in details in the following section:

### **Category Description**

#### **I Teacher-Initiate**

Category 1 : ELICIT -any utterance intends to elicit an obligatory verbal recourse.

There are three major types of "Elicit".

A. Display Questions: questions which requires students to display their knowledge, and to which the teacher already has an answer in mind.

a) Gist Q: questions to check general context and general content of a reading text are normally asked first to check general understanding before a text is broken up.

b) Signpost Q: questions to guide students before they read, direct their attention to the important points in the text.

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e) Detail Q: questions which requires students to recognize only specific information of a text.

d) Lexis Q: questions about the meaning of the words or phrases.

e) Word form Q: questions about the parts of speech or word formations.

B. Referential Questions: questions about the students and their experience, and to which the teacher does not have an answer.

C. Restating Elicit: the teacher repeats the preceding elicit or simplifying it by several means: -

a) Verbatim repetition: the teacher simply repeats the preceding question.

b) Comprehension oriented modification: the teacher makes the question easier for the students to understand.

c) Response-oriented modification: the teacher makes the questions easier for the students to respond to by:-

i) Giving options - asking students to give Yes or No answers, or to choose from a limited number of choices;

ii) Providing clues - giving part of the answer and asking students to provide the rest; or, providing a possible answer and leading students to figure out the other possibilities.

iii) Asking for Bangla translation- asking or accepting students to give answers in Bangla,

iv) Asking Socratic questions - asking a series of leading questions and going from general to specific to the students to answer the initial question.

Category 2: Give immediate answers - the teacher answers her elicitation immediately without giving students any time to think of the answer.

Category 3 . Nominate - the teacher calls out student's names to students to give verbal response.

II Teacher-Respond

Category 4 : Evaluate - any utterance intended to evaluate a verbal response from students so that they know if they have performed adequately or not.

This act is classified into two types:-

a) Positive Evaluation: the teacher praises or gives encouraging remarks for students' response.

b) Negative Evaluation: the teacher rejects students' response.

Category 5 : Accept –the teacher takes students' response as it is given. This act may precede or replace an 'Evaluate' act in the feedback from the teacher.

Category 6 : Comment - the teacher expands, develops information to the response given by a student. The teacher can also express her opinion of the student's response.

Category 9 Volunteer - a linguistic response intends to show that one is willing to answer the teacher's question.

IV Pupil- Initiate

Category 10: Interrupt - a verbal expression interrupts the ongoing discourse.

## **Chapter 4**

### **Data Presentation and Analysis**

In the observed classrooms, questions were asked by the teachers. The questions are summarized, and presented in tables below. Each teacher was observed only for one period i.e. forty minutes only. The questions asked by teachers are expressed in terms of numbers. Interpreting question into number could help to compare questions which are asked repeatedly in the classroom.

With the application of Coding Category System, notable characteristics(patterns)in the questioning strategies employed by teachers of different school were shown the following aspects

- 1.The type of question being asked
2. The kind of modification being made
- 3.The questioning , respond , nominating strategies are used by teachers

#### 4.1. Types of Questions

Table shows the patterns of various questions asked in sample lesson :

**Table 2. Type of Questions Asked by Teacher**

Types of question	Teacher	T1	T2	T3	T4	T5	Total	
A. Display question	Total	17		19	3		5	44
a)Gist Q.		4	-	2				
b)Sign post Q.		0	-					
C)Detail question		9	-					
d)Lexis question		3	-	10			5	
e)Word form		1						
B. Referential question		1		7				8

##### 4.1.1. Display Questions

Though display questions dominate the lesson in School A , T1 first asked four gist question, Such as-( Do you remember Olympic games?) Who participated in Olympic games from Bangladesh? (By showing the picture of Michel) in the text book, Who is Michel?

T2 did not ask any gist questions as In School B, the forty minutes English second paper period is based on Grammatical knowledge and writing skill.

T3 asked 2 gist questions before the text was broken such as- What do you know about Pahela Baishakh?

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Do you go Bangla Academy Book Fair?

In school ( class 10) T3 mainly attempt to solve questions which are related reading passage which is related Shat – Gambuj Masque.(unit\_8, Lesson -10 ) . Teacher asked them talk about the picture and answer the given question on the textbook. Teacher asked them talk about the picture and answer the given question on the textbook.

- 1.What is this building?
2. Do you have a building like this in your town or village?
3. What do we call it ?
- 4.what is it for? Among these four questions three questions are display questions which requires students to display their knowledge, and to which the teacher already has an answer in mind. One question ( i.e. Do you have a building like this in your town or village?)is not a display question as teacher does not have an answer of this question in his mind.

### **4.1.2. Signpost Question:**

In school A T1 did not ask any signpost question in this lesson. T2 did not ask any Sign post question questions as in School B, the forty minutes English second paper period is based on Grammatical knowledge and writing skill.T3 did not ask any sign post question as Coding category system can not be applicable in Grammar and writing lesson. In observed classes T2, T3, T5 did not ask ant sign post question.

### **4.1.3. Detail Question:**

T1 asked nine detail questions. While reading text about Sprinter T1 asked Who is Sprinter ? She asked this question to the whole class. The questions are predesigned in text book. She

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also asked some questions by her own to check whether the students understand the reading text. These Display question are given below:

What makes London Olympic 2012 Exceptionally sensational?

How are Phelps and Bolt brilliantly similar and different?

Between this two Olympic who has bagged the highest honor within the same time frame?

What is special in Bolt so far?

How does Bolt evaluate himself?

How many Gold did he get in Olympic final?

T1 instructed the students to find out the answers by discussing with their pair. Teacher give them opportunity to interact with each other. In this phase, the amount o student talk is increased. She did not want immediate answer from student. She gave 10-12 minutes for preparing the answers. T1 gave adequate wait –time.

Then T1 instructed them to do the exercise C on textbook (Appendix-3). This exercise is on making flow charts. T1 introduce a new activity – the activity about making a flowchart. Teacher instructs them to do the flowcharts in two separate pages. She made students understand how to do the flow chart activity. A student did not find out the exercise which is about doing the flow-chart in her book. She asked T1, ‘Where is flowchart?’ That’s why she asked other students who sat beside her to help her to find out the exercise.

T2 did not ask any Detail question questions which require specific information of the Reading text as In School B, the forty minutes English second paper period is based on Grammatical knowledge and writing skill

Researcher found that T3 asked seven detail question which require specific information of the text according to Tsui’s Coding category system. Where is cultural program held?

Which institution arranges this Cultural program?

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Which Song is sung by singers?

What kind of food people eat on this day?

What do the girls wear in their hand on this date?( Appendix-3) .

T4 asked 6 detail questions which are given on the textbook (English For today).

What is scientist Kalam concerned about?

Why do you think the massive burning of coal may lead to a ecological disaster.etc) ( English for Today, p-134) (Appendix-3)

### 4.1.4. Lexis Question

T1 asked 3 lexis question . In the middle of text, she asked what do you mean by the word *decorated*. But Students did not give any answer. She gave meaning by herself. She wrote down the word and meaning on the blackboard to grab the attention of the students to this specific word.T1 also asked another two lexis question such as :

What do you mean by debate?

What do you mean by legend?

T3 in school gave more attention to lexis questions. After finished reading,T3 wrote new words from reading passage on the black board and told them to write those word on the copy. Such as Special =

Cutural - সাংস্কৃতিক

Religious= ধর্মীয়

Whole= entire. T3 used L1 to make them understand the meaning. After finished writing L1 ( Bangla meaning of those new words , he again asked the meanings to his students. Here, his objective is: he wanted response from students and tried to engage them to participate in Classroom talk. The researcher found that T3 asked 10 lexis questions. Then T again asked



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them : How many word meanings they have written in their Exercise Copy?. T3 did not get satisfactory answer from students. That's why he said by himself : we had ten word meanings . Teacher did not give them opportunity.

Word form questions: T1 asked about parts of speech such as, while discussing the flow chart she asked – 'the greatest swimmer' -- what parts of speech is great here?

Referential question:T3 asked five referential questions. about the students and their experience, and to which the teacher did not have an answer. Before reading the text, T3 asked two referential questions . (i.e.)What do you know about Pahela Baishakh? Do you go Bangla Academy Book Fair? and then after reading the text , T3 asked three referential question . For instance -

Do you go out in the morning of Pahela Baishakh? If do where do you go?If not, what you do?

What kind of food do you eat in the Morning of Pahela Baishakh.

Do you wear any special clothes?

T3 instructed them to discuss in pair. T3 decided who would make the pair and he again repeated his instruction to ask students to prepare their answer. They participated in the pair discussion actively. Then T asked selected one student and asked the answer of the question . T3 repeat the procedure to ask the questions to the students one by one. Teacher appreciated each student who gave the correct answer .Such as --

T3 said: Thank you . Sit down

T2, and T5 did not have any display and referential question in the observed classroom . Other teachers asked more display questions than referential questions as researcher found that the number of display questions are forty four and the number of referential questions are only eight. Shedding light on Tsui's Coding category system, T3 only repeated when he did not have any response from students it is considered according Tsui'd coding category system as verbatim repetition. Teachers gave yes/no options to answer question. In observed

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classes, Teachers made positive evaluation according category system. Researcher also found that the students made verbal expression interrupted the ongoing discourse. ( T1 asked students to keep silent, when the class became noisy). The researcher did not found other categories under coding category system according to Tsui’s coding.

In School B, the researcher was permitted to observe English Second Paper Class. In Bangladesh syllabus of English second paper class is based on Grammar and writing skill according to Board Curriculum. So Tsui’s (1785)Seventh Category System is not applicable to analyze this type of lesson . That’s why researcher attempted to study this lesson based on Bloom Taxonomy and other classification.

#### 4.2. Blooms (1956) Classification

**Table 3 :Types of Questions Asked by Teachers**

	T1	T2	T3		T4		T5
Questions	No of Questions	No of Questions	No of Questions		No of Questions		No of Questions
Knowledge	11	25		4	11	15	10
Comprehension	-	-	-	-	-	-	-
Application	-	-	-	-	-	-	-
Analysis	-	-	-	-	-	-	-
Synthesis	-	-	-	-	-	-	-
Unclassified							-
Total							76

**4.2.1. Knowledge Question:** T1 asked 11 knowledge questions which are mainly recalling specific Information from the text . Such as – Who is Splinter?

What makes London Olympic 2012 exceptionally sensational? etc ( questions in the book named English For Today.p.19)(Appendix3)

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T2 mainly attempted to solve Board questions from Nabadut Test Paper. She instructed them to do some selected exercises from question of Dhaka Board -2016( English 2<sup>nd</sup> paper),. These exercises mainly consist of activities which are based on grammatical knowledge. As of Class IX, they are taught on grammatical items which are included in the Board syllabus. In class X, the teacher assessed whether they remember those things. Such as – Exercise No-9 ( Complete the text adding suffix , prefix both with the root words given in the parenthesis( Appendix- ( 3). it consists 10 questions (No. a-j), ( Nabadut Test Paper p.746) (Appendix-3)

She read the question no-9 from the book and asked for answers to the whole class. So it's whole class activity although whole class did not participate in the activity. For Example, Teacher asked *serious*, students replied *seriously*),*task difficult*, Student replied *difficulty*. Besides, government should take effective( effect) steps to upgrade our power station(.Appendix 3), At this phase teacher explained that we had add prefix up with grade here.

Next, T2 instructed to copy certain sentence from the test paper. T again said to the students “Follow the instruction and Everyone copy the question No. 9 from Test Paper. In the mean time T2 monitored them whether the students were copying the questions and writing the answers on their copy.

The teacher asked them whether they are ready for the next activity. Then she moved to the next activity. The teacher read the question from the book and asked the whole class who could give answers. She also asked students to raise their hands up. Among those who raised their hands, she singled out a name at a time.

She asked the question one by one. It is about making tag questions. ( Nabadut Test Paper,p.746)(q.no9(a)-(e),(Appendix-3)

(a) Can > Can't

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- (b) Do > Don't
- (c) Are > Aren't

The students were in confusion with the meaning of say, *hardly* and *hard work*. T2 said to the students that it was hard labor/hard work meaning 'Kathor Parissram' in Bangla. It hardly had negative implication. To make the students understand the meaning, the teacher used mother tongue (Bangla) here.

For example : T2 said, there is Akaash-Patal Parthyakya (আকাশ-পাতাল পার্থক্য) in between the real meaning of *Hardly* and *Hard Work*. Here, one student pointed out, *hardly* / *hard work* are same thing. Then the teacher asked another student to correct the misconception. She named a single student. She said, 'Munni, please, tell us the answer.

Next, T2 moved to the next activity which is about using suitable connectors. It consists of ten questions [no10a-j)]

Before starting the activity, T2 asked students to read the questions from the books and discussed about what is a connector. She said, connector can be placed in two or three places in a sentence.

Cheap > Cheaper

The teacher used mother tongue to make students clearly understand what they have to do.

She gave example of *Connector* word, Such as > then, but, who.

There are many people in our society who are aware of the traffic rules. The teacher asked whosoever among the students has finished her (student) finished task first, his/her copy will

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be checked first. Competition among the students made them more engaged and more active in performing their task.

At first, T2 did not get any response. So s/he started checking their copy seriously and made the correction verbally also while checking the students' copy to make them aware of their mistakes. She also asked them to underline the suffix and prefix. While checking up with the scripts, the students were making noises as they talked feverishly among themselves. She instructed them to keep quiet and stand up. She was just evaluating the class work as well as controlling the class.

She gave them opportunity to answer and allowed them to rectify the wrong ones which were made by the rest of the students.

“Oisshi, why are you gossiping? Are you discussing points? Then let's listen to your discussion. At the end of the activity, she wanted to make sure everyone had showed their copy.

Later, T2 discussed about the letter writing activity which was given in the brochure. She asked everyone to bring out the diary and told them to take note of their home tasks. Starting with the class earlier, the teacher arranged some make up classes.

She discussed about writing letter asked them to take note of their home work which she had given them in advance so that they didn't face difficulty doing their home tasks.

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The teacher mainly discussed the body of the letter. She explained why she had started the class earlier. She said, the weather was unfriendly and the heat was scorching. Naturally, the students will not be physically fit to enable them to come and attend the class.

Here at this stage, the teacher explains why after all the make-up classes have to be taken at least later. She mainly described the reason of taking make-up classes (such as exams is just knocking at the door and anyhow we have to a vast syllabus which is not yet complete. These are the reasons that make us compelled to take more classes. The teacher also told them that they can mention the subjects. As the students had to do that work as homework, teacher discuss with them in advance about how to make answers of these questions about letter writing. It's a discussion phase in classroom rather than questioning

T3 also asked students to do the exercise of Filling the gaps (Completing the passage with suitable words. The answer of these question requires recall knowledge. That is why they are regarded as knowledge question. T3 asked them to do the exercise by doing group discussion T3 assist them to arrange the group.

T3 had gone to each single group and told them that one group member would write the answer and other would take part in the discussion to make the answers of the questions. T3 asked them to finish the activity within ten minutes. T3 had been moving around in the class and asked whether they understand the activity. T3 also participated with them in the group activity as member of the group and solved their problem. Here T3 acted as a facilitator so that student could feel comfortable to engage themselves in the activity. The students also felt free to call their T3 and asked about the difficulties what they have faced while accomplished task. T3 listened to a single student and individual group what s/she or group has written in

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answer. At first, student read the answer and then T3 read it again to confirm with the other students. T3 went to another group and followed the same procedure to check their activity.

One group of students could not finish the activity in given time. They were given extra 2 minutes to finish the activity. Although the performance of all groups was not equal, T3 appreciated to motivated and to inspire their participation in classroom interaction.

T3(In school C)asked 4 knowledge question. For example -

- 1.What is this building?
2. Do you have a building like this in your town or village?
3. What do we call it ?
- 4.what is it for? ( Appendix-3)

They are considered as knowledge question according to Bloom's Taxonomy. Those type of questions are employed when the teacher's purpose is to determine whether the pupils remember certain specific facts. Next, after reading the text, T3 asked them to complete the chart ( Exercise B.p.102) (Appendix-3)which are used by teacher to determine whether the pupils remember certain specific facts. So they are also co categorized as knowledge question.

T4 asked to prepare the answers of six questions which are given in the text. (For example,

What is scientist Kalam concerned about?

Why do you think the massive burning of coal may lead to a ecological disaster?.etc) (

English for Today, p-134) (Appendix-3).

T4 move to the next activity which is about making sentence using the substitution table. The activity consists of five items which are used by teacher to determine whether the pupils

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remember certain specific facts so that the question could also be categorized as knowledge question. So in total researcher found that T4 asked 11 knowledge questions.

T5( Class-IX, English Second Paper class) at first revised the rules of changing narration which was taught in previous class. T asked and gave a number of sentences to be changed from direct speech into indirect ones . T5 asked ten question are which require remembering/ recalling rules. Such as, He said : ‘He went to fair yesterday’. According to Bloom taxonomy, they are considered as knowledge questions.

The researcher found that total questions were 76 in number. They are mainly knowledge based question which require only remembering and providing information or ideas which have been presented in previous and given lessons.( Bloom). It is understandable that knowledge questions are vital in some aspects of language learning and teaching. However, they shouldn’t be taken as the main objective of language teaching. In order to develop thinking ability of language learners and increase the output they use in questioning and answering,

Knowledge questions play a little role in language teaching. In fact, teachers may use these questions to start a classroom discussion and lead the communication or take the discussion in to higher levels of thinking because researcher found in the present study that all of questions are closed lower order question which require limited response. The text book activities and teachers incorporate group activities to encourage students’ participation in English classes. It is observed, teachers also used *yes no* questions /short



retrieval question. In observation, teacher prefers factual to reasoned question because they are more concerned about getting students for Board Exam (Secondary School Certificate) SSC exam in given 35-40 minutes period allowed by the school authority. They did not give importance on students higher thinking skill which require more time.

#### **4.2.2. Comprehension Questions.**

Comprehension questions require students to restate, differentiate, explain, rephrase etc. ideas or information. If there is a reading passage, students can be asked to compare ideas, outlooks, and to rewrite a certain part of the reading passage in their own words. In Observed school teacher did not use in reading passages.

As the observed lesson of School B is based on grammatical Item and letter writing activities, there are no such questions which require students explaining ,ideas or information.

#### **4.2.3 . Application, Analysis, Synthesis and Evaluation Questions.**

These four types of questions were not used by the teachers observed in the seven classrooms of selected schools. There may be reasons for this. The nature of the lessons and the students ability may inhibit teachers to use these types of questions. Moreover, the responses to these questions might call for long expressions and complex sentences, which are difficult for the learners to use in the classroom. Besides, these questions take more time to give responses to questions. On the other hand, these questions require planning. The

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reason why teachers cannot pay attention to these questions. So there may be lack of planned questions. Teachers are mainly concerned about the pattern which are given in text-book and test book. They mainly focus on secondary board exam –oriented question. The objective of questioning pattern is for preparing their students for SSC (Secondary School Certificate Exam). On top of that, teachers may pay more attention to knowledge and comprehension questions in order to cover the required instructional material in the given time (Kissock and Iyortsuun, 1982:44).

### 4.3. Barnes' Classification

#### **Factual Question:**

According to Barnes(1969) classification , In School A ,T1 4 questions are factual as they start with *who* and *what*.

What makes London Olympic 2012 exceptionally sensational?

What is special in Bolt so far?

Who is Michael?

In addition, she asked questions which starts with *How* and *why*. According to Barnes finding, it is an overlap which requires factual information rather than opinion.

T2 conducts a English second paper class based on grammar and writing. In that class there is no factual and *reasonal* question observed.

T3 read from the Book and asked questions which are related To the reading passage Pahela Baishakh. Such as -

Where is cultural program held?

Which institution arranges this Cultural program?

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Which Song is sung By singers?( Appendix-3) The questions start with which , where so they are considered as factual question.

In school C, T3 three questions started with What .For Example:

What is this building?

What do we call it ?

What is it for? These questions are categorized as factual questions Researcher observed that T3 asked three factual question before reading the text.T3 also asked to complete the chart consists of seven questions ,after reading the text .Those are considered as factual question and in total ten in number.

T4 asked 3factual questions as they start with what. For example,

What is the scientist Kalam concerned about ?

What do you mean by the potential danger of nuclear energy?

**4.4. Dier’s classification: Open and Closed question**

**Table 4. Open and Closed Question**

open ended										Close ended									
open low-level question					Open high-level question					Close low-level					Close high level				
T1	T2	T3	T4	T5	T1	T2	T3	T4	T5	T1	T2	T3	T4	T5	T1	T2	T3	T4	T5
-	-	-	-	-	-	-	-	-	-	11	25	5	11	11	10	-	-	-	-

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According to Dier both open and closed question can be used at any level of Bloom Taxonomy, so. In School A, T1 used mainly open low –level. The researcher found that most of close low-level question . The number of Close Low level question are 11 which are shown in Table 4.

In School B ,T2 used 25 close –ended question in which only a limited number of answers exist because in English 2<sup>nd</sup> paper lesson, T2 only focus on questions ( exercise) which have a limited number depending on Grammatical knowledge. As comparing with the Dier’s findings, they are mainly Closed Low –level questions. Exercise No-9 ( Complete the text adding suffix , prefix both with the root words given in the parenthesis( Appendix- ). it consists 10 questions (No. a-j), ( Nabadut Test Paper p.746) (Appendix-3). Exercise -10( making tag questions) etc.( Appendix-).

In School C, While reading from the Book T3 asked questions which are related To the reading passage Pahela Baishakh. Such as --

Where is cultural program held?

Which institution arrange this Cultural program?

Which Song is sung by singers?

What kind of food people eat on this day?

What do the girls wear in their hand on this dat?( Appendix-3) .

The questions have. a limited number of answers so those questions are considered as close – ended. They are also regarded as closed low-level question as Deir suggested Both closed and open questions may be used at Bloom’s Taxonomy. So , In Table- 4, Researcher found that T3 5 Closed low-level questions.

In school C T3 three questions four questions before reading the text. For instance, .what is this building?

Do you have a building like this in your town/ village?

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What do we call it ?

What is it for?

The questions have a limited number of answers so those questions are considered as closed-ended. They are also regarded as closed low-level questions as Deir suggested. Both closed and open questions may be used at Bloom's Taxonomy. After reading the text, T3 asked them to do the chart which also a limited response is required. So they are closed level questions. Researcher found out in her observation that they are eleven in number.

T4 asked 11 closed ended questions. Among that question one question is classified as close-high-level and others are close low level which require a limited number of response.

T4 also asked about some of changing narration and gave a number of sentences to the students to make into indirect speech. Those questions are also defined as closed-lower-level questions.

T5 read the passage about Olympic Games. He discussed about doing flow-chart. He instructed them to write not more than five items on flow chart. This type of question require a limited number of response. That's why doing flow-chart is classified as closed lower-level questions.

In order to developing thinking ability of language learners and increase the output they use in questioning and answering, knowledge questions play a little role in language teaching. In fact, teachers may use these questions to start a classroom discussion and lead the communication or take the discussion in to higher levels of thinking because researcher found

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in the present study that all of questions are closed lower order question which require limited response.

**Table 5: Question Types: Question Types (In number)**

Type	In School A	In School B	In school c		In school D		In School E
Yes/ No questions	1	-	3		3	-	2
Short answer/ Retrieval – style answer	5	-		10			
Non-retrieval, Imaginative question	-	-	-	-			

#### 4.5 Yes/No Questions

At the end of the Class in School A , T1 asked 1 yes/ no questions before reading the text while taking in class IX.

T3 asked 3 yes/ no questions at the end of lesson which are related to the

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questions. T3 asked an individual student and selected him from the who have raised –up their hand to give answers and one yes / no question is asked before starting reading text.

Do you go outside to celebrate it?

Do you observe the day very happily?

In city, do you have a building like this in your town/ village?

In School A , T1 asked 1 yes/ no questions before reading the text while taking class in class X.

T2 asked 1 *yes-no* questions at the end of the class. For example, Do everyone show me your copy?

T4 asked two *yes/ no* questions, one at the beginning of the class - Do all of you have brought your book? After finishing the reading text - Do you have any unknown words.(Appendix 3)?

T5 also asked two *yes / no* question .(i.e. Did you finished doing Flow Chart? Are you clear about the reading text( Appendix3)

**4.6.Short answer/ Retrieval –style answer:** Table shows that T3 asked 5short questions /Retrieval style questions ,while reading the text as Hamilogu and Temiz suggested that Short answer/ Retrieval –style questions require limited response For example,

Where is cultural program held?

Which institution arranges this Cultural program?

Which Song is sung by singers?

What kind of food people eat on this day?

What do the girls wear on their hand on this day?( Appendix-3) .

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In school C ( Class-X) , T3 used 10 Short answer/ Retrieval –style answer in total. Among those questions three are asked by T3 before reading and after reading questions regarding doing Charts required questions to be answered in exercise(English for today, p.102) ( Appendix-3).

The text book excercises and teachers incorporate group activities to encourage students' participation in English classes. The observed teachers also used yes no questions /short retrieval question. As observed, teacher prefer factual question reason questions because they are more concerned about getting students prepared for Board Exam (Secondary School Certificate/ SSC exam in given 35-40 minutes period allowed by the school authority. They did not give any importance to students' higher thinking skill which require more time.

### 4.7 Modification of Questions

As a questioning strategy, modification of questions play a great role to help students understand teachers' questions and answer them. But in the observed classes, teachers made no attempt to modify or use simple words that can convey the idea to students clearly except repeating the questions.

**Table.6 : Modification of Questions.**

Item	No of Respondent
Repeat the question	2
Give clues	-
Rephrase the question	-
Rephrase with alternatives	-
Use native language	3
Total	6

As table reveals, 2 of the observed teachers used to repeat questions when students did not understand their questions. (such as- T4 repeat when students respond to his question .( Do you have any unknown word)



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3 teachers were observed, while using Bangla to make the question clear.( such as T3 ,used Bangla also to clarify meaning of the word to make the question clear ( Complete the sentence with suitable words)(appendix).T4 also Bangla meaning Nuclear energy to make the concept of question clear.etc)

Other options stated in the table were not used by the observed teachers in the process of modifying their questions except repeating and using the native language.

**Table 7 : Nomination Strategy**

Strategy	Frequency	Total
Teacher names or identifies student and then asks question.	T1:2,T2:2,T4:2	6
Teacher asks question, then names or identifies student	T2:5, T3:8,T4:3	16
Teacher asks question, then selects one of the students who offers to answer.	T1:4,T2:5,T4:2	11
Teacher asks questions then asks for chorus response	T1:3T2:11, T3:3, T5:10	27
Some other strategy is used.	-	-
		60

#### 4. 8 Nomination Strategies

As indicated in table above ,27 are were chorus response Regarding chorus responses, the teachers observed asked questions first and chorus response followed. Despite the fact that chorus response facilitate teachers to check whether their students have understood the lesson or not, it cannot be taken as testifying device of their lessons as suggested by Azrefegen(2008).

As it is shown in the Table, 16 of the total nomination, the teachers identified students and asked their questions. This strategy makes each attentive so that they engaged themselves

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with other activities which were not related to the lesson. Table also show that 6 questions out of total 60 were posed first then the teachers called on students to answer the question. This strategy helps to hold the attention of the whole class and to avoid repeating questions in the classroom. On the other hand, nominating a student without knowing the students ability and the difficulty of questions may frustrate the student to continue his/her to participate in English classes as mentioned in Azrefegen's study(2008).

**4.9. Skills for Planning Questions :** Attempting to analyze the observed teachers' skills for planning , the researcher has in the main has made analysis of Teacher Check List of effective questioning(Appendix).All of the teacher answered that they decided the purpose of questions, before using questioning. Most of the teacher select the content, Most of the observed teacher used *yes/ no* questions or questions which demands short answer. In observed classroom all teachers follow the questioning pattern of text book and test papers in which are already planned.

**4. 10 Handling Student Responses to Questions:** Researcher attempted to analyze the manner in which the instructor handles student responses as an important aspect of classroom interaction, especially. in English classes according to the previous study

**Reinforce:** In observed classroom teacher reinforce by making positive statements and using positive non-verbal communication.( Such as T3, said: 'Thank you. Sit down' after providing correct answers. But not all teacher use these reinforcing technique. They did

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not emphasize on reinforcing but they only focus on asking question and eliciting answers from students. In observed class, teacher did not follow the techniques of **Probing** or

**Refocusing**

In observed class , when students did not respond to teacher, teacher answered the question by himself/herself. For example, T3 asked to students: How many word meaning they written their copy. They did not respond : so T4 answered by himself.

Observed teachers did not use rephrasing and redirecting strategy. Some of the teacher used wait time. Such as -T1 give 10 minutes for discussing five question in pair .She did not want immediate response. In contrast , T2 did not give wait –time, She want immediate answer from students . She might do this because she had a plan to cover a large number question in 35 minutes class period.

## **Chapter 5: Conclusion**

### **Conclusion:**

So far types of questions, questioning strategies and factors affecting questioning have indicated based on the data that are obtained from the observed lessons , the checklists and the questionnaires administered to teachers. It can be from the observation and most analysis most time of class period are devoted to questioning and answering activities. This study also found that teachers asked more knowledge questions than others pattern in Blooms Taxonomy. As these types of questions are lower order as these types of questions are lower order they contribute less to language learning. Regarding the modification of questions teachers used repeating as modifying devices when students were not able to answer the question. The finding confirms that teachers treated students responses positively. In addition, they praised those students who answered correctly. Regarding the role of question types teachers use, knowledge question dominates the whole period in the analysis. Knowledge or display or convergent questions provide limited opportunity to students to practice the language. In general, knowledge questions and factual questions are of lower order . No higher order question was asked in the seven observed classrooms.

### **Recommendation**

Based on the findings of the research and the conclusions reached, the following recommendations are made. Questions that require only remembering of facts from pupils should be minimized because such questions limit students to explain their ideas using

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English in the classroom. Teachers can give their students equal opportunity to answer questions. However, they should at the same time make certain that they are fulfilling the desired aims of using questions in the language classes. Planning questions is also very essential in secondary classes of Bangladesh classroom. Hence, teachers should prepare their questions before they come to the classroom. If they do prepare questions, they can minimize making faults in formulating questions and would be clear about the purposes of asking questions. In particular planning questions may help teachers to ask the various types of questions in question and answer exchange in English classroom. The researcher believes that questions must be given emphasis in the English language methodology courses. The types of questions, questioning strategies, their uses in the English classrooms, ways of preparing questions, the purposes of questions in the classes, should intensively be given and practiced by the would be teachers while taking training. Therefore, the training that incorporates questions and questioning strategies can help the trainees to be familiar with different kinds of questions and their immense uses in the language classes. It can also help the trainees to discover better ways to make use of questions in teaching the target language As questions are important in teaching language, it is essential to conduct further studies on classroom questioning to investigate the problems in detail and their solutions in relation to the language classrooms.

Thus, looking into classroom questioning in particular can provide useful information concerning the problems related to classroom questions and the effectiveness of teachers questions that are planned for a lesson, it is possible to see if they are appropriate for the course objectives and students in the class.

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Finally, the researcher recommends others to study on the use of questions, the questioning strategies, purposes of questions in relation to language teaching. In addition, the curriculum of secondary schools teachers training colleges and their implementation should be assessed with respect to the types of questions and questioning strategies.

Therefore, this paper doesn't in anyway claim to be a complete one, it is deemed essential that more research has to be conducted on the problem, in order to come up with a reliable solution.

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## Appendix-1

### 1.T1(YWCA Higher Secondary Girls' School [School-A][Observation Report]

T1 entered the classroom of Class IX Section C of the YWCA Girls' High School, Dhaka. The researcher has entered into the class with T1 . On Arrival of T1, the students stood up, paid respect as usual but they seemed surprised because of her /his company.

T1 : Good After noon, Students. Say Good Afternoon. (T1 introduced the researcher with students)

T1: The Researcher was a student of their school. Now doing her higher study, she has just come here for an observation of you class, questioning pattern, you response to teacher questioning and how it interests you.

T1:Students do the tasks whatever you do regularly in a class.

T1 : Show a picture from book, whose picture is this ? ( To whole class, didn't mention any student's name.)T1 also extended this discussing by posing another relevant question on the same topic to mainly the discussion go on the classroom.

Do you remember Olympic Games?

Ss: Yes.

Who participated in Olympic Games from Bangladesh ?

Ss:(don't response).

How do you know about Olympic Games?

Ss: By reading newspaper article.

T1 read out the passage .

T1:(while reading) decorated means honorable here.

T1:Write the meaning of " decorated" in your exercise copy.

T1:(While reading the passage). Who is the sprinter ?

Ss: Bolt .

T1: In 2008 Olympic games held in Beijing. Do you remember that event?

S: Yes.

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T1 : (After finishing the reading of the passage) please answer the Q in the Pp. 19 (NCTB Book: English for Toady):

Make pair and answer to the 5 questions in 10 minutes:

T: What made London Olympic 2012 especially sensational?[ Please Come forward and read the answer loudly]

S: It was the stunning performance of Phelps as Swimmer and Bolt as Sprinter.

T. How are Phelps and Bolt brilliantly similar and different?

S: They have similar achievements like the most accomplished performer. These duo display their best in the London Olympics. It was Phelps grand finale while Bolt made history in winning back to back Olympic Gold Medals, and the difference, if any between these two were while Phelps became most decorated, Bolt attained something incredible.

T. Between these two Olympians who has bagged the highest honour within the same time frame?

S: It is Phelps the most decorated Olympians with 22 overall medals.

T. What is special in Bolt so far?

S: Being clearly, fastest man in the world, which is unprecedented.

T. How does Bolt evaluate him?

S: He evaluates himself a legend.

[Now the teacher introduce the new activity of making flow charts]

T. Make two flow charts on Phelps and Bolt in separate pages from the cue given – ‘greatest swimmer’ and ‘most successful sprinter’ adjectives -

S. [One student did not find the ‘exercise’ and asked for it and teacher helped his/her]

T. She came finally with an answer and asked the students to keep quiet as she will leave the class in few minutes.

## 2. T1(New Model Multilateral High School & College [School-B])[Observation Report]

### 1st Session

[T2 entered the classroom of Class X of the New Model Multilateral High School & College, Dhaka. The researcher also entered into the class with T2. On Arrival of T2, the students greeted as usual.]

T2 : How are you? Get ready for the lecture [ She moved to class lesson]. What were you doing in the previous class?

S. : Busy solving the test paper.

T2 : we will solve the question of Dhaka Board 2016.[ The exercise is about adding Prefix and Suffixes] she reads a question the book and asks answers from the whole class] `add prefix /suffix to the words like : `serious` and `nation` as exercise:

Ss : `national` etc.

[ The class proceeded like this]

T2 : `The government should take effective steps to upgrade our power stations. We have added here *Up* with *Grade* here. Now, please copy this sentence from your test paper. Follow the instruction and everyone please copy the questions. `Are you ready for the next activity?`

[ The T2 moves to the next activity and reads out the question from the books and asks - )

T2 : `Who can give answer, please raise your hands up in the air and singles out a name at a time [ she asks about making *tag* questions ]

(a) Can > Can't

(b) Do > Don't

(c) Are > Aren't

At one stage the teacher got confused with the meaning of the words : hardly/hard work. The teacher came to their help saying –

T2 : there was big difference between the meanings of these two words. While *hardly* implies something negative, hard labor means toiling. [To remove the misconception, T2 asked single student: Munni, please tell us the answer. [ The T2 moved to next activity : using a single suitable connector and discussed it. She said --] Connector can be placed in two or three places in a sentence – *than, but, who* etc. [She asked one who has finished task first for a checking making them more active] `Oishee, why are you gossiping? If you are discussing points, then let's listen to your discussion.`

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[ Before dismissing the class she assigned them with home task on letter writing. And finally, she thanked them all]

**3.T1(Sukrabad High School, Dhaka [School-C][Observation Report]**

1<sup>st</sup> Session:

[T3 entered the classroom of Class IX of the Sukrabad High School, Dhaka. The researcher also entered into the class with T3 . On Arrival of T3, the students greeted as usual.]

[ The T3 asked the students some relevant questions at the beginning of the class like -]

T3 : What is the date today? Open your book. Open the Chapter on `Pahela Baisakh'. Now, ` Please make you into pairs and read out the text in silence with full attention in consultation between the pairs and then prepare answers. [T3 decided who amongst the students will make pairs]

Ss : [ The students engaged themselves in the class-work which into interactive session .

T3: [He wrote the Question on the Board for pair work.]

Pair work : Do you go out in the Morning of *Pahela Baishkh* ?

[T3 selects one of the students and asks her/him the question. The student gives correct answer which is appreciated by the teacher ]

T3 : “Thank you! Sit down. “Sakib, what kinds of food people are likely to have on the occasion of Pahela Baisakh? “Do you wear something special on this day? “ what the girls/women wear on this day?” [Yes/No Question]

Ss: Yes, we boys wear Punjabi while the girls wear *Churi* (Bangle)

T3 : “There you are! Very good.[ T3 wrote the topic on Black Board]. What do you know about Pahela Baisakh?”

Ss : First of First Bangla Month Baisakh?

T3 : “ in what mood whole Bangladesh celebrate Pahela Baisakh” [ Teacher was checking/monitoring whether they are following the text]

Ss : ` In festival mood, Sir!”

T#: You all, please strictly look over the text!” [ Teacher discusses the main points/ important information with the whole class and asked the class questions relating to Pahela Baisakh.



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He uses L1 here] and then go on asking the students: “ I understand Dhaka use to have most colorful and grand program in the country. Then which institution arranges this [cultural Program?] Which song is song by singers [ Esho Hay Baisakh. He translates the passage into Bangla(L1) for a better understanding of the students. He also tells his pupils the Electronic media airs special programs on this day]

T3 wrote new words of the passage on the Black Board with L1: For Example, special -

Special – বিশেষ, cultural – সাংস্কৃতিক, Life – জীবন, Religious – ধর্মীয়, Whole- সমগ্র, Nation – জাতি, People – জনসাধারণ, Held – ঘটয়াছিল, Famous – বিখ্যাত, Display – দেখানো

[ As the teacher did not get satisfactory answer from the students invited questions from them to get a better understanding and then asks all to study the new words at home. Now , T3 asks pupils to make pairs for pair activity . He asks individual students to read out the text in silence. And prepare answers.

T3. ‘ Go you go out of in the morning of Pahela Baisakh’ [ T3 selects one student to ask who gives correct answer to the question , gets correct students and appreciates]]

T3: Thank you, sit down.

[Another student followed the procedure.]

T3 : “Sakib, mention the food menu of Pahela Baisakh” [ Name or Identity] ], “ Do you wear traditional dresses on this day? [ The student cannot give answer.[ So the teacher repeats answer himself [without giving wait time] , “what the girls wear in their hands? “

Ss: *Churi* [ in chorus]

T3 : ‘fine, [ T3 writes Group Work on the Black Board and assist the student to arrange the group. He asked them to finish the activity in 10 minutes and moved around in the class asking them whether they understand the group activity. The T3 also participated in the group activity and solve them and invite them to question him about their any difficulty. Then the T3 again revise the question and follow a mix procedure – whole class activity and individual activity.

“ What kind of dress you wear on Pahela Baishakh Day?”

“Do you go outside your home to celebrate?”

“Do you observe the Day very happily?”

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T3 chose one student to ask these questions. The T3 asks students to open diary and write the home work. “ Describe your own religious festival that you celebrate . T3 uses L1 for clarity. The T3 used vocabulary items to teach the reading passage while he selected Tutul to read out the vocabulary [He wanted to check comprehension of the students]

T3 : “ Mr. Shamiul, you read out the vocabulary. [ At last the T3 read out the passage from the book.] He said, “Now you read out the text once again, dear students and the middle of reading that continued he asked another student to read out the rest part of the passage. And, then he said, “ Please sit down and thank you!

### **Second Session [ in the same school]**

[T3 entered the classroom of Class X of the Sukrabad High School, Dhaka. The researcher also entered into the class with T3 . On Arrival of T3, the students greeted as usual.]

[ The T3 asked the students some relevant questions at the beginning of the class like. The T3 discussed about the previous lesson at the beginning of the class and just went down taking his class: “ work in pairs and look at the picture, talk about them.

T3 asked the students the following questions : 1. what is this building? 2. Do you have a building like this in your town or village? 3. What do we call it? , 4. What is it for?

Ss: 1. this building is a great mosque of Bagerhat. 2. No.(Yes/ No.), 3. Shaatgumbad Mosque of Bagerhat,4.This is a place for Praying and a world heritage.

[ The teacher offered some new words to the students for familiarization with them with L<sub>1</sub> clarification of the meaning as follows : Heritage - ঐতিহ্য , Unit – একক Forest - বন, Colony -উপনিবেশ , Technical - কারিগরি, Inherit – উত্তরাধিকার. He asked his student –]

Mr. Shamiul you read out the vocabulary (he did)

[T3 read out the passage from the book and the students listened. He asked another student and repeated the process. The T3 did not correct them while at the middle of the sentence to tell them `sit down`. The T3 moved to next activity. He asked the students do the pair work to do a chart on Shaatgumbad Mosque (English for Today, pp. 102).

The students cross checked and finished the assignment.

#### **4. T5 (Government Laboratory School, Dhaka [School-D][Observation Report]**

[T5 entered the classroom of Class IX of the Government Laboratory School, Dhaka. The researcher also entered into the class with T2. On Arrival of T2, the students greeted as usual.]

[The teacher read out the passage himself to the class and, in the middle of the reading he selected one student to read out the rest where he intervened and thus, the T5 initiated the class activity by instructing them to make two flow charts on Phelps and Bolt and to go beyond 5 boxes in the chart. The T5 tells the students listing will bring the key points. Also this will need no subjects or objects. He had detailed discussion on flow chart with whole class and confirmed the flowcharts made by the student cross checking with them.

Then he moved to the second activity and it was Graph analysis. Graph Analysis

Making just a smart short work of it, the T5 made out the graphics of the Chart based on topic: *Young People's Changing Attitude to Pastimes*. The T5 made the students understand how to write a survey analysis of the Chart. He also discussed the prospect of making charts.

Then he made some points or did give some clues to the students on the chart describing its professional future promise and prospects of attaining the skills of chart making based on corporate annual activity.

He also suggested a realistic example of making IT the result sheet of examinations and analysis.

He pointed out to the graphs the first part of which was watching TV.

The class session was abruptly ended by T5 with a brief overview of writing the graph analysis.

#### **4. T4(Agrani Girls' High School & College, Azimpur, Dhaka [School-E][Observation Report]**

Researcher contacted English Teacher (T4) of Agrani Girls' High School and College and She gave the room number and a section of Class X to the researcher as s/he would be late for few minutes for some urgent work in Headmaster's Room. She asked the researcher to go to the classroom X (Section-F). The researcher got her introduced to the students.

Researcher: I am a MA Finalist in BRAC University. I have come to your class for class observation for my thesis purpose.

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Researcher talked with the students about the lesson and in the mean while T4 entered the classroom. Ss greeted her as he entered.

Ss :Assalamu alaikum, Sir!

T4:Wa Alaikum as-salam. Sit down ! Open your Text book( English For Today).What did you do in the previous class?

Ss: We read up to Pp.132.

T4:So. Go the Pp.133.Read the text and tell the unknown words

[Ss were reading the passage.]

(T4 after ten minutes again asked --)

T4: “Did you get any unknown word in the reading passage?”

[First time, T4 did not get any response from students.]

T4: Please tell me if you could not understand any word.

This time one student asked for meaning of the word: *Consumption* classmate sitting next beside her. A group of two or three students discussed that word among themselves. One of them said, “We should ask the teacher for the meaning of the word.”

S: What is the meaning of *consumption*?

(T4 used the L<sub>1</sub> to make them understand the concept).

T4: “Read the passage again and discuss the pair” [ Ss got engaged in discussion of the answers and T gave them 15 minutes time to make the answer.)

[After 15 minutes]

T4: “Have any or more of you finished writing all the answers?”

SS: [No Response from SS]

[Only one pair who sat in first bench raised hands.]

[T4 identify one among them and asked her to tell the answers to be followed by others). As the response from class was not satisfactory, T4 instruct them to listen to answers and write answers in their exercise book.

T4: “What concerned scientist Dr. Kalam ?

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Ss: Former Indian President Dr.. APJ Abdul Kalam concerned about a very important aspect of mankind's future – energy?

T4: “ What ecological disaster, do you think, the massive burning of coal may lead to?

S: Massive burning of coal may lead to an ecological disaster because coal burning releases the highest amount of carbon in the atmosphere.

T4: “What do you mean by potential danger of nuclear energy?”

Ss: “Possible accidental radiation, as for example, Chernobyl disaster.”

T4: “Why Dr. Kalam put so much importance on the issue of energy?”

Ss: “Energy in any form will be needed for mankind for its existence ever.”

T4: “Why Mr. Kalam put much importance on the solar energy?”

Ss: Because, according to Mr. APJ Kalam , “only solution mankind can look to is the massive use of solar energy in future as it has advantages over other forms of renewable energies.”

[T4 moved to the next activity exercise within a time frame (making substitution table). He asked the students to do the table for a peer check]

Lastly he confirms the solution and thanks the students before dismissing the class.

## Second Session

[T4 enter the class and students greet him. He went directly into taking class. He asked the pupils about their previous class such as –]

T4 : “What did you do in your previous class?”

Ss : We did narration.

[Next the T4 proceeded to basics of Narration and some of it fundamental rules.]

T4 : “ What is narration?”

Ss : “Narration is exactly what a speaker says in his/her speech verbatim.”

T4 : “ What is direct speech and indirect speech?”

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Ss : “The direct speech is verbatim reproduction of statement by the speaker while the indirect one is reported of the speech by other than the original speaker.”

T4 : “What is reporting verb ? “

Ss : “The reporting verb is the verb used before the parts of speech.”

T4 : [The teacher asked the Ss about rule of changing speech one by one]

“What will be the changed form of verb if direct speech contained reporting verb present tense, present perfect or future tense in case of reported speech?” while he addressed also other likely grammatical issues of changing present indefinite tense to Past indefinite, Present continuous to past continuous, present perfect continuous to past perfect continuous and past indefinite to past perfect, and past continuous to past perfect continuous forms.

[He also discussed change of modal auxiliaries.] For example :

Will > Would, Shall > should ,May > Might etc.

Then the T4 gave them a couple of sentences containing direct speech to be turned into indirect ones: For example :

He said , “ I wrote a letter.”

He said, “I am willing”.

They said, “ We have been working for two hours.”

She said, “ I have done my duty.”

Nafisa said, “ I was reading.”

He said, “I had already been reading in this college for two years.”

She said to me, “ I shall help you.”

Robi said to me, “ you will go home tomorrow.”

Refat said, “I shall do the work.”

Rumana said, “ I may go to school.”

The students got the task finished within the time frame and the teacher gave them bye.

## Appendix-2

### Observation Checklist A – 1

**Make tallies every time the teacher uses each nomination**

Strategy	Frequency	Total
Teacher names or identifies student and then asks the question		
Teacher asks question, then names or identifies student		
Teacher asks question, then selects one of the students who offer to answer,		
Teacher asks question then asks for chorus response		
Some other nomination strategy is used.		

### Observation Check List A-2

#### Type of Questions Asked by Teacher

Types of question	Teacher	T1	T2	T3		T4	T5	Total
A. Display question	Total							
a)Gist Q.								
b)Sign post Q.								
C)Detail question								
d)Lexis question								
e)Word form								
B. Referential question								

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**Observation Check List A-3**

open ended										Close ended									
open low-level question					Open high-level question					Close low-level					Close high level				
T1	T2	T3	T4	T5	T1	T2	T3	T4	T5	T1	T2	T3	T4	T5	T1	T2	T3	T4	T5

**Observation Check List A-4**

Type	In School A	In School B	In school c	In school D	In School E
Yes/ No questions					
Short answer/ Retrieval – style answer					
Non-retrieval, Imaginative question					



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**Observation Checklist A-5  
Types of questions Asked by Teachers**

	T1	T2	T3	T4	T5
Question	No. of Questions	No of Questions	No of Questions	No of Questions	No of Questions
Knowledge					
Comprehension					
Application					
Analysis					
Synthesis					
Evaluation					
Unclassified					

**Observation Checklist A-6 on the type of modification the teacher uses**

Types of Modification	Frequency	Total
Repeat the Question		
Repeat the Question		
Give Clues		
Rephrase with Alternative		
Use native language		

## **Appendix 2a**

### **Types of Questions Based on Bloom's Taxonomy**

#### **KNOWLEDGE**

Remembering

Memorizing

Recognizing

Recalling identification

Recalling information

Who, what, when, where, how .....? Describe

#### **COMPREHENSION**

Interpreting

Translating from one medium to another describing in one's own words

Organization and selection of facts and ideas retell .....

#### **APPLICATION**

Problem Solving

Applying information to produce some result use of facts, rules and principle

How is ----- an example of -----?

How is ----- related to -----?

72

Why is ----- significant?

#### **ANALYSIS**

Subdividing something to show how it is put together finding the underlying structure of a communication identifying motives.

Separation of whole in to component parts what are the parts or features of ----?

Out line / diagram ----

How does ---- compare /contrast with ---?

What evidence can you list for---?

#### **SYNTHESIS**

Creating a unique, original product that may be in verbal form or may be a physical object combination of ideas to form a new whole

what would you predict /infer from -----?

What ideas can you add to ---?

How would you create /design a new ----?

What might happen if you combined ----?

What solutions would you suggest for ----?

**EVALUATION.**

Making value decisions about issues.

Resolving controversies or differences of opinion.

Development of opinions, judgments or decisions.

Do you agree that ---?

What do you think about .-----?

What is the most important ---?

Place the following in order of priority ----

How would you decide about -----?

What criteria would you use to assess---?

Bloom (1956).

### Appendix-3

English For Today

**I Write about your own pastime following the model in G.**

#### **Lesson 2: Reading really helps!**

**A Read the conversation and tell what Anusha is going to read.**

- Anusha : Tiya, hope you enjoyed the article on yoga.
- Tiya : Yes, it's great. By the way, Anusha, how did you enjoy London Olympics as a sports lover?
- Anusha : People rightly say that it is the greatest show on earth. I'm still thrilled to remember what Michael Phelps and Usain Bolt have shown. Amazing!
- Tiya : Right you are. They are incredible. However, I've got an interesting article in the net on Michael Phelps and Usain Bolt. You might like it and take part in the debate on who is better between these two greats. Please read it.
- Anusha : Ahh... Michael Phelps and Usain Bolt! Thank you Tiya! I would love to read it.

**B Read the text and answer the following questions.**

Michael Phelps, Usain Bolt are great, but who's better?

With the curtains closing on the 2012 London Olympics, it's impossible not to look back and reflect on the greatest performances by Olympic athletes.



[Photo: Kirby Lee, USA TODAY Sports]

The Olympics have many memorable moments and athletes we'll remember by name alone. The list is quite big. Michael Phelps and Usain Bolt are the latest addition to this list of the bests. They make London Olympics stand apart. If there is any question like this: "What is the standout performance of London 2012?", perhaps the answer is "The London Games gave us Michael Phelps vs. Usain Bolt." The first one

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is an already decorated Olympian, who puts the finishing touches on his great athletic careers. And another comes up with a new definition of fast. Two of the most popular Olympic sports, sprinting and swimming, saw their two biggest stars and captivated audiences. They'd also dominated the 2008 Beijing Games, but Phelps and Bolt cemented their legacies in London. Phelps, the American swimmer, passed gymnast Larissa Latynia for the most Olympic medals ever. Bolt was the third man to repeat as a 100-meter gold medalist and the first as a 200-meter gold medalist, and he broke his own Olympic record by running the 100 in 9.63 seconds. Once Phelps and Bolt were back in their pool and track, the story lines changed.

Phelps is the most-decorated Olympian ever, with 22 overall medals: 18 gold, two silver, two bronze. Bolt is the most accomplished Olympic sprinter, with the unprecedented double, making clear that he's the fastest man in the world.

But there's a debate: Who had the better Olympics? It'd be tough to top Phelps' eight gold medals in Beijing, but what if we're only talking London?

London was Phelps' grand finale. He won four golds and two silvers in seven events, and he says he'll never race again.

London was Bolt's chance to prove he's still the greatest. Bolt wins six gold medals in six Olympic finals. He is the first man ever in the history of the modern Games to sweep the 100 and 200 in back-to-back Olympics. Not to mention the addition of back-to-back relay golds.

And Bolt became a legend, in his own words. Phelps already was. Bolt is just 25 years old, so there is no telling how long he can be on top of the sprinting world. What if he decides to "retire" from sprinting to focus on the 400 meters, just to break another world record or two? It would be amazing—and entirely plausible for him to accomplish.

Who had the better 2012 Games? You tell us, let the debate begin.

[adapted from USA Today, Sports London 2012]

### Questions

- 1 ✓ What makes London Olympic 2012 exceptionally sensational?
- 2 ✓ How are Phelps and Bolt brilliantly similar and different?
- 3 ✓ Between these two Olympians who has bagged the highest honour within the same time frame?
- 4 ✓ What is special in Bolt so far?
- 5 ✓ How does Bolt evaluate himself?

**C** Make two flow charts on Michel Phelps and Usain Bolt. The first two are done for you.

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**B Read the text.**

'Pahela Boishakh' is the first day of Bangla new year. The day is a public holiday. This day has a special significance for us as it is a part of Bangalee culture and tradition. People from all walks of life, irrespective of their ethnic identity or religious beliefs, celebrate the day with traditional festivities. On this day, the whole of Bangladesh is in a festive mood. The day inspires people to start life with renewed hopes and inspirations.

Every year the day is celebrated traditionally. People wake up early in the morning, have a bath and wear their traditional clothes. Women wear white *sarees* with red borders and adorn themselves with colourful *churis* and flowers, while men dress themselves in *pajamas* and *punjabis*. It is a day when people love eating traditional food.

One of the most colourful events of the day is held in Dhaka. Early in the morning, people in hundreds and thousands pour in from all directions to attend the cultural function at *Ramna Batamul* organised by *Chhyanata*. The cultural programme begins just at sunrise and the renowned artists of the country take part in the programme that starts with the famous Tagore-song *Esho-he-Boishakh, Esho Esho* ..... Artists also sing traditional folk songs, and display classical dances with the rhythm of musical instruments.

People also come to join the colourful processions, the biggest carnival of the country, organised by the Fine Arts students of Dhaka University. The procession usually displays the traditional practices of *Bangalee* culture. The masks and wreaths worn by the people are so fascinating! Often they symbolise contemporary worries or happiness in the national life. It attracts an increasing number of foreign tourists every year.

The day is also observed all over the country. Different social and cultural organisations and educational institutions celebrate the day with their own cultural programmes.

On this day, newspapers bring out special supplements. There are also special programmes on the radio and television.

The celebration of Pahela Boishakh marks a day of cultural unity for the whole nation irrespective of caste and creed.

**C Ask and answer these questions in pairs.**

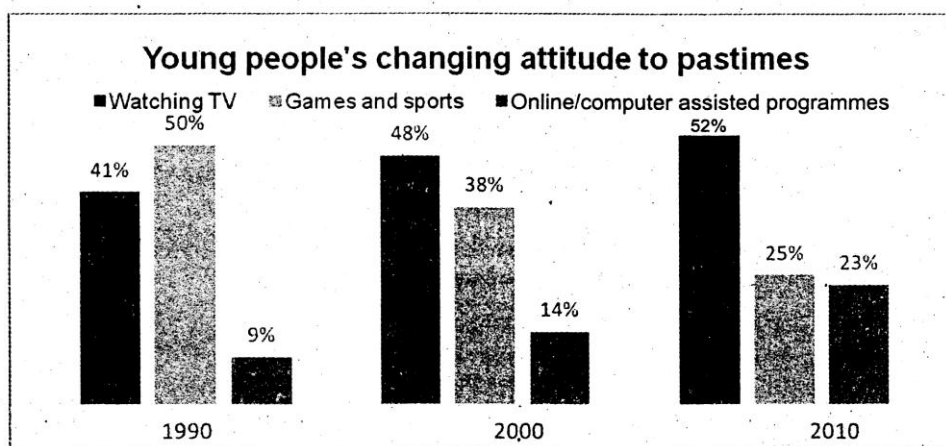
- ✓1 Do you go out in the morning of *Pahela Boishakh*? If you do, where do you go? If not, what do you do?
- 2 What kind of food do you eat in the morning of *Pahela Boishakh*?
- 3 Do you wear any special clothes on this occasion?

were popular pastimes as well. You won't see these pictures now. The process of urbanization, the satellite aggression, and people's dependence on technology have changed our lifestyle. Now boys and girls of urban and semi-urban areas are more dependent on the computer whether it is through social networking, video games, or computer assisted programmes.

Tiya : Right. But how do you know all these things, Anusha?

Anusha : Oh...I read an interesting article on people's changing pastimes. It analyses the issue through a graph. Here it is. Read and you will enjoy it, I guess.

**B** Read the article. Underline the words/expressions used in the article to show the rise and fall of any data. The first one is done for you in the text.



There is change in people's trends towards favourite pastimes. A recent survey shows that during the last twenty years, teenagers have gone through significant changes in choosing their pastimes. The survey results are presented through a graph which shows that there is a steady rise in young people's tendency to watch TV. In 1990, 41% of teenagers liked watching TV which increased to 48% in the next ten years and it further increased to 52% in the next decade. Unfortunately, the picture is grim in terms of young people's attraction to open field games and sports. When 50% of youngsters opted for games and sports in the 90s, 12% withdrew themselves from it after a decade making it 38%. Unfortunately the falling tendency persisted through the next ten years and by 2010 it came down to 25%. Though the young people have dissociated themselves noticeably from games and sports, there is a sharp and steady rise in their association with online or computer assisted programmes. In 1990 when the users of online or computer for pastimes were only 9%, in 2000 the number

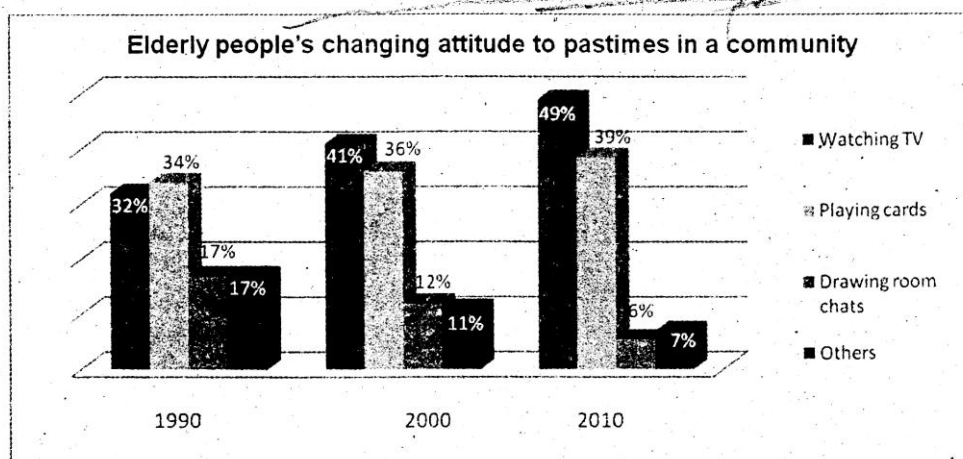
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nearly doubled and reached 14% with a rapid increase in the next ten years when it shot up to 23%.

The survey also explains the reasons for this change. It says that television has become a part of everyday life even to the underprivileged section of people. This results in young people's choice for watching TV as one of the most favourite pastimes. The increasing urbanization has reduced the number of open fields. Therefore, there is a fall in selecting games and sports as favourite pastimes, though it's not any good news for the country. And the reason of selecting the computer assisted or online programmes is that computer technology is getting cheaper, easier, and more popular every day. Indeed our young generations are stepping to an e-world.

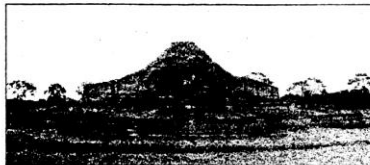
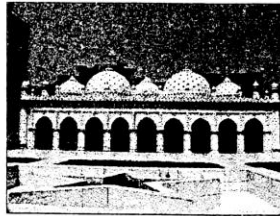
**C** Now work in groups and analyse the following graph.





## Unit Eight

# World heritage



After we have studied this unit, we will be able to

- listen for specific information.
- read and understand texts through silent reading.
- ask and answer questions .
- describe a place.

### Lesson 1: The Shat Gambuj Mosque

**A Look at the picture. Work in pairs. Talk about the picture and ask and answer the following questions.**

- 1 What is this building?
- 2 Do you have a building like this in your town/village?
- 3 What do we call it?
- 4 What is it for?



**B Read the text and complete the chart given after it.**

‘Heritage’ is what we inherit from the past, live with them in the present and then pass on to our children or future generation. Our unique source of life and inspiration is our cultural and natural heritage. When we speak of ‘World Heritage’, it indicates places and sites that we got from the past and pass on to the future generation of the entire world.

The ‘Shat Gambuj Mosque’ in Bagerhat is such a heritage. It became a UNESCO World Heritage Site in 1985.

Originally, the historic Mosque City was known as ‘Khalifatabad’. It is situated at the outskirts of Bagerhat town--- not very far from the dense mangrove forest of the Sundarbans. Khalifatabad was a Muslim colony. It was founded by the Turkish general, a saint warrior Ulugh Khan Jahan in the 15<sup>th</sup> century. The infrastructure of the city reveals significant technical skills in many mosques as well as early Islamic monuments. Baked bricks were used for the construction of the buildings. The planning of the city was distinctly dominated by Islamic architecture and the decorations were a combination of Mughal and Turkish architecture.

Khan Jahan built a network of roads, bridges, public buildings and reservoirs to make the city habitable. There were about 360 mosques in the city. Among them the most

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remarkable is the multi-domed Shat Gombuj Mosque. The mosque is unique in the sense that it has 60 pillars that support the roof, with 77 low height domes. The 4 towers at 4 corners have smaller domes on the roof as well. The vast prayer hall has 11 arched doorways on the east and 7 each on the north and south for light and ventilation. It has 7 aisles running along the length of the mosque and 11 deep curves between the slender stone columns. These columns support the curving arches created by the domes. The thickness of the arches is 6 feet and have slightly narrowing hollow and round wall.

The west wall in the interior has 11 'mihrabs' (niche in mosque pointing towards Makkah). These mihrabs are decorated with stonework and terracotta. The floor of the mosque is made of brick.

Besides being used as a prayer hall, Khan Jahan used the mosque as his court too. Today, it is one of the greatest tourist attractions and one of the best architectural beauties of Bangladesh.

Shat Gambuj Mosque	Information
Founded by	
When	
Number of domes	
Number of pillars	
Arches	
Thickness of the arches	
Mihrabs	

২০১৬ সালের সকল বোর্ড পরীক্ষার প্রশ্নপত্র

ENGLISH SECOND PAPER

DHAKA BOARD — 2016

ENGLISH (COMPULSORY) SECOND PAPER

Part A : Grammar (60 Marks)

1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You may need to use one word more than once. .5×10=5

with	at	a	bread	dislike	responsible	to	of	privilege	in
------	----	---	-------	---------	-------------	----	----	-----------	----

We live in society. So we must learn how to live (a) — peace and amity (b) — others. We have to respect others' rights and (c) — and likes and (d) — as we expect others to respect us. We have (e) — lot of duties and (f) — in society. Education should aim (g) — making each individual fully aware (h) — these duties and responsibilities. It is true that one has (i) — learn how to earn the (j) —.

2. Fill in the blanks with suitable words. .5×10=5

Illiteracy is not (a) — boon to us. It is undoubtedly a (b) —. It hinders all kinds (c) — development of a country. Illiteracy causes great (d) — to us. Since we are not (e) — of the gravity of the problem, we cannot take steps to increase our (f) — rate. As a result, we are (g) — behind. We have to depend (h) — the foreign aids. So, all should come forward (i) — to remove illiteracy. Then, the (j) — of our country will be possible.

3. Make five sentences using the parts of sentences from each column of the table below. 1×5=5

Copying in the examination	copy	as hateful as copying in the exam
It	is	in the exam deceive themselves
The students who	cannot	a social crime
Nothing	hinders	bring any benefit
		our education and development

4. Complete the following text with right forms of the verbs given in the box. .5×10=5

build	idle	remember	be	work
lag	reach	depend	lead	follow

Bangladesh is full of natural resources. The prosperity of the country (a) — on the proper utilization of the resources. We should not (b) — a lazy life. We should all (c) — up our country. For this reason, we have to (d) — hard. No nation can prosper without industry. It should be (e) — that industry is the key to success. If we (f) — the days away, we (g) — behind. The nations that (h) — industrious (i) — the pinnacle of development. So we (j) — them.

5. Change the narrative style of the following text. 5

The police officer said to Mita, "How can I help you?" Mita replied, "While I was coming home alone by a taxi last night, two snatchers rode into my taxi." "Did they snatch anything from you?" "Yes sir, they took away my cell phone and some money," said Mita. "Let me record a complaint," said the police officer.

6. Change the sentences according to directions. 1×10=10

- (a) We should read books to acquire knowledge. (Make complex sentence)  
 (b) Books introduce us to the realm of knowledge. (Use passive voice)  
 (c) The books of great writers contain noble thoughts and great ideas. (Make interrogative sentence)  
 (d) By reading good books, we can enrich our mind. (Make compound sentence)  
 (e) Reading books is a very good habit. (Make exclamatory sentence)  
 (f) This habit is rarely disliked. (Affirmative)  
 (g) More and more books should be read. (Use active voice)  
 (h) No other thing is as interesting as reading books. (Use comparative degree)  
 (i) When we read good books, we discover new worlds. (Make simple sentence)  
 (j) Very few friends are as great as a good book. (Make superlative degree)

7. Complete the sentences. 1×5=5

- (a) Smoking is a habit which —.  
 (b) Many people go on smoking though —.

- (c) —, we will suffer a lot.
- (d) People can't give up smoking easily because —.
- (e) So, attempts must be taken by us to —.

**8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis. .5×10=5**

Load-shedding is one of the most common problems of Bangladesh. Lives of our citizens are (a) — (serious) — hampered for load-shedding. Students feel (b) — (difficult) — in reading during load-shedding. (c) — (Industry) — activities are also hampered. We should use electricity (d) — (honest) — and (e) — (frugal) — and should create (f) — (aware) — among people to solve this (g) — (nation) — problem. Besides, government should take (h) — (effect) — steps to (i) — (grade) — our power stations to mitigate the (j) — (advantages) — of our people.

**9. Make tag questions of the following statements. 1×5=5**

- (a) Success cannot be achieved without efforts, —?
- (b) Everybody knows it, —?
- (c) The successful people are very industrious, —?
- (d) Everything glorious is gained through hard labour, —?
- (e) So, industry is the key to success, —?

**10. Complete the passage using suitable connectors. 1×5=5**

Gold is a bright precious metal. There are many metals cheaper (a) — gold but look like it. They glitter well (b) — fade in course of time. Actually there are many people in our society (c) — are outwardly gentle and nice. But (d) — a period of time, their real identity is revealed. (e) —, all that glitters is not gold.

**11. Use capitals and punctuation marks where necessary in the following text. 5**

the lion roared how dare you wake me-up ill kill you the mouse cried please let me go i didn't mean to wake you up

**Part B : Composition (40 Marks)**

- 12. Suppose, you are Rajin Ahmed/Rezwana Akter. You have completed H.S.C and are looking for a job. You have seen a vacancy advertisement in "The Daily Star" for the post of an "Office Assistant" of Berger Company Ltd. Now, make a CV with a cover letter for the post. Your CV should not exceed one page. 8
- 13. Suppose, you are Sadman/Salma. You are a student of Polisha High School, Madargonj, Jamalpur. There is no canteen in your school. Now, write an application to the Headmaster of your school for setting up a canteen in your school campus. 10
- 14. Suppose, a hawker lives nearby your house. You know a lot about him and his activities. Now, write a paragraph in about 250 words on "The Life of a Street Hawker". 10
- 15. A student has many duties and responsibilities. He/she can play an important role to build up the nation. Now, write a short composition on "Duties of a Student". 12

**RAJSHAHI BOARD — 2016**

**ENGLISH (COMPULSORY) SECOND PAPER**

**Part A : Grammar (Marks—60)**

**1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You can use one word more than once. .5×10=5**

in	develop	without	remove	of	between	do	the
----	---------	---------	--------	----	---------	----	-----

Education (a) — our ignorance and gives us light (b) — knowledge. (c) — respect (d) — imparting education, there should be no discrimination (e) — man and woman. Education is one of the human rights. If we deprive women of (f) — right of education, almost half of our population will remain (g) — darkness. No (h) — can be brought about (i) — participation of women. So, government is (j) — everything to educate womenfolk.

**2. Fill in the blanks with suitable words. Use only one word in each blank. .5×10=5**

Time is very (a) —. Time which is lost once, is lost forever. There is a proverb that time and tide (b) — for none. It is time which does not have any relative feelings. If it is not used (c) — one must suffer (d) — the long run. (e) — the other hand, we can go a long way (f) — being realized of the value of time. Those who have become great, have made (g) — use of time. They never put (h) — their work (i) — tomorrow. As a result, they have (j) — top position in society. So, it is our duty to follow them.