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MEMOIRE DE MAITRISE ES-LETTRES

THEME

**USING EFFECTIVE QUESTIONING STRATEGIES TO TEACH
EFL FOR INTERACTION IN BENIN SECONDARY SCHOOLS:
A SCHOOL-BASED STUDY IN ABOMEY-CALAVI AREA**

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DEDICATION

I dedicate this research work to:

- ☞ my dear late father Bernadin SOTCHEGBE;
- ☞ my dear mother Alice KAKPO.

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LIST OF ACRONYMS

BAPES.....Brevet d’Aptitude au Professorat de l’Enseignement Secondaire

CAPES.....Certificat d’Aptitude au Professorat de l’Enseignement Secondaire

DEA.....Diplôme d’Etudes Approfondies

EFL.....English as a Foreign Language

ESL..... English as a Second Language

HIGs..... High-Input Generators

LIGs..... Low Input Generators

NSs..... Native Speakers

NNSs.....Nonnative Speakers

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GENERAL INTRODUCTION

It is highly important to know that language is essential for communication. In general, the most popular language is English which people affectionately called “Shakespeare’s language”. Why do we need to speak English? One of the reasons why we need to speak English nowadays is because the world has become smaller thanks to the internet and our developing global economy. More and more, people have been using English as a common way to communicate with one another. So now it has become unavoidable that companies and large businesses will be in need to employ people who can speak more than their own native language. That is where English comes in. It is now officially considered as an international language. In addition, in this modern era, English is the only language that anyone should understand. So, it has become an ideal language for expressing feelings. First, we have to learn the language and then we have to gain fluency. If you do not know English, then you would be in need of a translator to use computer.

Furthermore, the English language has been very important in the international communication during many years. The necessity to communicate in English has become a common place in the business policy, education, medicine, trips and tourism among others and this is not going to change. We do need English language, and Benin teachers must use it in our secondary schools during English activities though it is considered as a foreign language. Owing to its importance and its being universal, we need to teach and to be taught it (English language).

But, we notice that teachers of the English language in Benin secondary schools find many difficulties in the teaching of this language so that each teacher tries his/ her best to make himself / herself understood.

Teaching English language is not all that easy; then teaching English in French Speaking countries, among which Benin, must be certainly difficult because of the environment and the influence of learners’ mother tongue.

Therefore, teachers need to be well trained, motivating, dynamic... For learners, they have to pay attention to teachers in order not to go astray. Despite the

effort teachers and the Ministry in charge of secondary schools education have been making so far as far as the English language teaching is concerned, we notice that teacher's questioning strategies do not always make learners interact .

Actually, questions are the most common form of interaction between teachers and learners in classroom teaching. As a matter of fact, a question is an expression or utterance use to put to get information from people about something. According to *Longman Dictionary of English* (2008), a question is a command or an interrogative expression used to elicit information or a response, or to test knowledge. It can also be defined as any sentence which has an interrogative form or function. In settings, teachers' questions are defined as instrumental cues or stimuli that convey to students the content elements to be learnt and directions for what they are to do and how they are to do it.

Thus, the effectiveness of teachers' questioning strategies lead to an acceptable understanding, and this understanding creates the necessity of high interaction-flow which is generally bidirectional: teacher-student and student-teacher interaction. This allows learners to pay a perfect attention to teachers' questioning strategies; especially the way they ask and possible effort to succeed in answering teacher's questions. David (2007) points out that the interaction between teacher and student constitutes a central focus of classroom research. Regarding this, different topics take place during classroom interaction, and the main ones are: teacher's questions, teacher's error corrections, quantity of teacher's talking time, teacher teaching explanations, and teacher wait-time for students. All the same, Long and Sato (1983) for instance, have made much research on teacher's talk, and issues such as the amount and type of teacher's talk, speech modifications made by teachers, instructions and explanations, error correction and questions, have been more or less the center of attention. Out of these, we can see that teachers' questions play a key role with regard to classroom interaction. It is reasonable that we put it as the first one of the above five topics. Moreover, errors can be ignored, quantity of speech may be of small amount, explanations might not be available, and wait-time for responses

might be too short, even not exist; however, these factors do not prevent interaction from going on but reduce its speed. In many cases, there is no classroom interaction without teacher questions since it is what makes interaction possible between teachers and learners.

Therefore, the choice of the topic of my research work about questioning strategies is one of the ways among other through which a teacher can really know whether his/her learners have understood what they have been taught, or to test learners' knowledge, develop interest and motivate students to become actively involved in lessons. Unfortunately, I notice that those questions are not sometimes well asked and they may mislead the learners. It is high time teachers reviewed their strategies of asking questions if it does not satisfy students as they wish.

So, in order to help teachers find appropriate ways of asking effective questions, I decided to conduct my research on ‘*Using effective questioning strategies to teach EFL for interaction.*’

My research work is made of five chapters opened by the introduction. The first one is about the identification of the study. This section is structured into five parts such as: the background of the study, the statement of the problem, the significance of the study, the research questions, and the scope of the study.

Chapter two deals with the literature review where an analysis of the opinions of the authors who have talked about the topic has been underlined. In the following chapter that is chapter three, the methodology of the research is described. It takes into account questionnaires, class observation, discussions with some colleagues in workshops and the procedure of data collection. The fourth Chapter refers to the presentation and discussions of the results. The fifth which is the last chapter is about the summary, useful recommendations and suggestions. Finally, the conclusion naturally puts an end to this work.



CHAPTER ONE:

*The Identification of
the Study*

CHAPTER ONE: The Identification of the Study.

Teachers have been using questions to teach English in our secondary schools. As a matter of fact, questions are what initiate and encourage thinking. Through questions teachers can teach EFL for interaction.

1.1 Background to the Study

In Benin secondary schools, the teaching of English as a foreign language is mainly based on the teaching of grammar and reading comprehension. As a result, learners easily succeed in understanding and mastering grammar but fail in using the English language for interaction. They also lack vocabulary and are often unable to understand teachers' questions; even if they try to understand, they have difficulties to answer.

Research indicates that asking questions is second only to lecturing. Teachers typically spend anywhere from thirty-five to fifty percent of their instructional time asking questions. But are these questions effective in rising students' achievement? How can teachers ask better questions to their learners?

1.2 Statement of the Problem

The use of the effective questioning strategies of the teaching of EFL greatly helps learners to interact effectively. In some Abomey - Calavi secondary schools, teachers ask their learners questions but do not base themselves on the effectiveness of these questions. They forget that using effective questioning strategies can do more than measuring what students know. Approximately, challenging, engaging, and effective questions stimulate peer discussion and encourage students to explore and refine their understanding of key concepts. Moreover, effective use of communication skills by both instructors and students conducts to the development of positive interaction in the classroom.

In order to help teachers succeed in their task and have successful exchanges with their learners, I have suggested the use of effective questioning strategies. This will enable teachers to achieve easily their goal and students to be motivated and interested in the language and interact.

1.3 The Significance of the Study

Questioning strategies are heavily used and thus heavily researched. In fact teaching EFL for interaction needs effective questioning strategies. This research work aims at:

- showing the importance of questions in classroom activities;
- finding out effective questioning strategies to teach English for interaction in our secondary schools;
- drawing the academic authorities' attention to the importance of classroom interaction and measures they should take to increase interaction in our secondary schools.
- trying to suggest solutions to the problems related to the use of questioning strategies in our secondary schools.

Since any research work needs a degree of significance to be valid. The reason behind the selection of this topic is to help teachers review their strategies of questioning during classroom activities. In fact, the Beninese English teachers do not realize that they should use some strategies of questioning to teach EFL for interaction. They continue to use the same strategies without wondering if they are the effective ones or not. As a result, learners are not able to interact. Since too much attention had been paid to the products of art of teaching in Benin so far, I decided to modify or find other ways or strategies of questioning.

This research work will surely contribute to the development of our country and greatly to teachers' training and education on EFL teachers' questioning

strategies in Benin secondary schools. Using questioning strategies to teach has a variety of purposes.

- ✓ To actively involve learners in the lesson.
- ✓ To increase motivation or interest.
- ✓ To evaluate students' preparation.
- ✓ To check on completion of work.
- ✓ To develop creative and critical thinking skills.
- ✓ To nurture insights.
- ✓ To assess achievement or mastery of goals and objectives.
- ✓ To stimulate independent learning.

This study is significant because interaction cannot really take place in EFL classes if effective questioning strategies are not used. Without this, learners cannot give appropriate answers to the questions they are asked for interaction goals. It is also significant because effective questioning strategies should be used to motivate learners and make them interested in English language. This can increase the number of English speakers in Benin.

1.4 Research Questions

This research work aimed at finding out answers to the following questions:

- a) How can questions be asked to teach EFL for interaction?
- b) What type or types of questions do teachers use during classroom activities in Abomey-Calavi area?
- c) Do these questions help learners interact?
- d) What types of questions should be used to teach EFL for interaction?

1.5 Scope of the Study

This research work may not be the first or the last in the field of studies. I have chosen to focus my work on ‘*using the effective questioning strategies to teach EFL for interaction in Benin secondary schools: a school-based study in Abomey- Calavi area.*’

Through this research work I will deal with the effective questioning strategies teachers can use in teaching EFL for interaction to learners. The next chapter will be about the literature review.



CHAPTER TWO:

Literature Review

CHAPTER TWO: Literature Review

Teachers use many questioning strategies to teach English language. But all these questioning strategies cannot enable them to achieve the goal of interaction in EFL classes. So, only effective questioning strategies can work. This study will mainly focus on questioning strategies and interaction in EFL classes.

2.1 The Concept of Questioning

Teacher's questioning led many authors to examine the links between teachers' questioning strategies and students' interaction. Thus, in the preparation of this research work, I resorted to many sources.

On the one hand, a question is any sentence which has an interrogative of function. In classroom settings, teachers' questions are defined as instructional cues or stimuli that convey to students the content elements to be learnt and directions for what they are to do and how they are to do it.

The *Longman dictionary of English* (2008), defines a question as a command or an interrogative expression used to elicit information or a response to test knowledge.

As for *Oxford Advanced Learner's Dictionary 6th edition* (2000), a question is a sentence, phrase or word that asks for information.

On the other hand, questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what learners know and understand, and it allows students to seek clarification and help.

According to *Encarta dictionary* (2009), questioning is a situation in which somebody is asked a lot of questions, especially formally or officially, or an instance of this. Questioning can also be defined as the activity of asking somebody questions.

In general, research shows that instruction involving questioning is more effective than instruction without questioning. According to Marzano, Pickering, and Pollock (2001) "Questioning is one of the nine research strategies presented in classroom instruction that works." For example, when a teacher uses questions to teach his/her students, it focuses their attention on important elements of a lesson result in better comprehension than questions that focus on unusual elements. Therefore, questions should be structured so that most elicit correct responses.

Classroom assessment is not limited to objective tests, performance rubrics, or essays. Assessment is ongoing through personal communications, primarily in the form of questioning, observations, and discussions. These types of classroom interaction can provide valuable, immediate feedback about student achievement, communication skills and social skills. Personal communications with students are unique in that they are spontaneous, flexible and provide nonverbal cues.

Ali Karakas (2000-2012), points out in the review: The role of questions posed to young learners in classroom interaction "teachers' questions generally aim at engaging learners in interaction, to direct their attention to the topic of the lesson, to learn about their opinions, ideas and facts and to check their understanding and knowledge." Let's mention that the comprehension learners will get from teachers' questions will help them interact more.

For Chatain (1988), questions and answers form a high percentage of classroom activities that are supposed to get the learners involved in creation or re-creation of meaning through language. In other words, questioning students is the building block of a language system without which, communication cannot happen. Littlewood (1989) thinks that language is acquired through communication. However, not all questions and answers are for communicative purpose value. Teachers' questions should aim at real exchange of information. EFL teachers should direct their questions towards communication so as to make their students interact through a development of oral production.

2.1.1 Function of Teachers' Questions

From the development of the Socratic method, to the 1860 edition of Barnard's American Journal of Instruction that states, "to question well is to teach well", educators have long known that questioning is a useful way to aid the transfer of knowledge from instructor to pupil (Ross, 1860).

Multiple-based studies have focused on the use of questioning as a successful and universal pedagogical approach. Questioning plays a critical role in the way instructors structure the class environment, organize the content of the course and has deep implications in the way that students assimilate the information that is presented and discussed in class.

Question- answering is predominant and pervasive in classrooms of most subjects, since it is the easiest way to establish oral interaction between teacher and student. By asking students questions, teachers are able to elicit utterances from students and guarantee student talking time, because a question "compels, requires, may even demand, a response". This verbal exchange is expected to play an important role in classroom language acquisition of students in terms of input, interaction, and output.

Questions are also important, in that they represent a major source of a student's linguistic input. White & Lightbown (1984) recorded a teacher asking 427 questions in a single 50-minute class. Presumably this is not typical of questioning patterns in all classrooms, but, undoubtedly, questions represent a key aspect of teacher talk. With input being widely accepted as an essential prerequisite for language learning, it is no exaggeration to conclude that the nature of teacher's questions, has a direct impact on second language acquisition. Research indicates that in most classrooms someone is talking most of the time. Generally it is the teacher who talks and the students who listen. One way to switch from teacher-centered instruction to student- centered instruction is through the use of questions. Thus,

Wragg (1970) argues that skill in questioning becomes a vital component of effective teaching. Questioning is basic to good communications. However, proper questioning is a sophisticated art, one at which few people are proficient despite having asked thousands of questions in their lifetimes. Questions lie at the heart of good, interactive teaching. Questions must be at the appropriate level, be of appropriate type, and above all, be worded properly. We will now look at the different level at which questions can be asked.

2.1.2 Levels of Teacher's Questions

Questions may be categorized as narrow or broad. Narrow questions usually require only factual recall or specific, correct answer. Broad questions, however, can seldom be answered with a single word and often do not have one correct answer. Broad questions usually require that students go beyond simple memory and use the thinking process to formulate answer. Although both kinds of questions are useful in the learning process, teachers traditionally rely too heavily on narrow questions. Dillon (1982) states that effective teachers adapt the level of questions to their teaching objectives. If learning specific information is the objective, then narrow questions are appropriate. If thinking processes are the objective, then broader questions are needed. Since thinking can take place at several levels of sophistication, it is important that teachers be able to classify and ask questions at these levels. There are many classification systems for describing the different levels of questions. Most of them are useful only to the extent that they provide a framework for formulating questions at the desired level within a classroom environment. The first system I would like to focus on here is the system of classifying questions as convergent or divergent. Convergent questions are those that allow for only one right response, whereas divergent questions allow for many right responses. Questions about create facts are convergent, while questions dealing with opinions, hypothesis, and evaluations are divergent. Questions about concrete facts (who, what, when, and where questions) that have been learned and committed to memory are convergent.

For example: Who is the President of Benin? What is the past participle of “to be?” Where is the Presidential palace located? Convergent questions may also require students to recall and integrate or analyze information to provide one expected correct answer. Most alternative-response questions, such as those, that can be answered yes or no or true or false, are also classified as convergent, since students’ response is limited. Examples are: Is this a door or a window or a desk? Is this logic statement true or false? Conversely, questions calling for opinions, hypotheses, or evaluations are divergent, since there are many possible correct responses. Examples include: What would be a good name for this story? Can you give me an example of the use of this word in a sentence? Why is it important to protect our environment? Whom do you consider the greatest scientist that ever lived? Divergent questions should be used frequently because they encourage broader responses and are, therefore, more likely to involve students in the learning process. They require that students think. However, convergent questions are equally important in that they deal with the background information needed to answer divergent questions. In the classroom it is generally desirable to start with convergent questions and move toward divergent questions. In summary, convergent questions limit student responses to only one correct answer, whereas divergent questions allow for many possible correct responses.

2.1.3 Questioning as a Teaching Skill

As one may deduce, questioning is one of the most popular modes of teaching. Classroom questioning is a common and traditional teaching method. Almost all the teachers ask questions in class everyday, but most of them are raised casually. So, questioning is very important in English classes.

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance students’ involvement and to promote students’ creative thinking in classroom interaction. Questioning has been considered as one of the most essential

and important techniques during instructional processes since Socrates times. Questioning takes up most of teacher's talk and it has been improved to have a great influence on classroom interaction. Questioning has always been the most ubiquitous phenomenon observed in classroom, as well as one of the most frequently-adopted devices favoured by most of the teachers. Questioning is one kind of teaching active procedure. It is one teaching behaviour way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. Questioning is usually used as one kind of mutual exchange teaching skills between the teacher and students. It has been used widely in teaching till now. Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class, plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behaviour of students.

For M.K. (1986), group learning experience rests upon questions that are characteristically specific, well sequenced and which keep within the range of the class ability. Such questions help to focus the students' attention and facilitate their understanding. She therefore advises teachers not to encourage called out answers by asking a question and pausing, because it makes the less aggressive students lose interest. Then, she tries to help teachers by listing the following points as essential questioning techniques:

- ✓ Repeat the question in different ways.
- ✓ Ask specific questions to build confidence.

- ✓ Say the student's name before you ask the question, or call on volunteers only.
- ✓ Set up momentum in a short-question sequence, work from easy questions to more difficult ones.
- ✓ Spiral the questions (ask questions at a variety of levels throughout the lesson) so that all the students can participate during the entire lesson.
- ✓ Break questions into small steps, this gives more students the opportunity to participate and contribute successfully to the "group effort" atmosphere.
- ✓ If a student needs a help, rephrase the question to include some hints as to the correct answer.
- ✓ Give credit for partial answers (I am not referring to a test situation here, but rather to answers that are offered in a discussion which are not complete are partially correct). This gives credit where credit is due and provides the opportunities for more students to participate and succeed by expanding on someone else's answer. It also encourages cooperation within the group.
- ✓ Try to find something right to acknowledge in every answer, and build your next question on it.

In addition, J. Haycraft (1986) shares the same view with M.K. when he stated that: "questions are a way of compelling the attention of one's students."

Teacher's questioning should be associated with authentic teaching materials. As H. Curtain and C. A. B. Pesola (1964) explained: "the materials which should be selected must catch students' attention and motivate them".

- Materials should focus on helping students to understand easily teachers' questions.

- Materials should be creative. They should provide stimulating activities to focus students' attention on the things to be done and known.
- Materials should be interesting. They should be related to students' interests.
- Materials should be based on activities which will motivate students and make them interact.
- Materials should be purposeful and meaningful so that students can see the importance of what they are actually being taught.

2.1.4 Teachers' Questions

Teacher's classroom questions have already been investigated in various settings. Winne (1979) established relationships between the form and cognitive level of questions and student achievement. From a sociological viewpoint, Mishler (1975) tried to indicate that questions can be one means by which the dominant member, in conversation between participants of unequal status, maintains control of interaction. The ritual nature of teacher's display questions has been well documented in classroom setting. Also, ethnographic studies have highlighted the cultural specificity of teacher questioning strategies. Children's apparent failure to respond or inappropriate responses in the classroom has been explained. Such studies do in fact offer insights into the dynamics of classroom conversation

2.1.5 Referential Questions

Brock (1986) contends that referential questions increase the amount of speaking in the classroom. By asking these questions, teachers want to elicit first-hand information from the students. This output is an important factor for a successful learning in the sense that it creates the necessity for learner to perform a syntactic analysis of the language. She notes that through attention to vocabulary and extra linguistic information, it is possible to comprehend input, to get the message without such an analysis. Producing one's own messages in the target language, on the other hand, may be the trigger that forces the learner to pay attention to the means

of expression needed in order to successfully convey his or her intended meaning. Therefore if it is true that referential questions increase the amount of learner output, then questions may be an important tool in the language classroom, especially in those contexts in which the classroom provides the learner the only opportunity to produce the target language. Finally it is suggested that an increased use of referential questions by teachers, which create a flow of information from student to teacher may create discourse which more nearly resembles the normal conversation learners experience outside of the classroom.

2.1.6 Display Questions

Brock (1986) and Smith (1978) report that responses to questions calling for the recognition or recall of factual information are shorter than responses to high-order questions calling for interpretation or opinion.

A study conducted by Cole and Williams (1973) indicated a strong positive relationship between the cognitive level of the teachers' questions and the cognitive level, length and syntactic complexity of the students' response. Mehan (1979) observes that the use of display questions, which reflect the one-way flow of information from teachers to students, is responsible for the fact that conversations in the classroom discourse must be kept separate from the demands of everyday discourse. Mehan (1979) maintains that this is because there is only a single correct response to display questions, and it is known in advance, teachers often find themselves searching for that answer, while students provide various trial responses which are in search of validation as the correct answer, and this is the unique nature of the classroom conversation produced by display questions.

2.1.7 Referential versus Display Questions

As highlighted above, two types of questions can be contrasted as to the knowledge, of the one who asks, about the answer expected. These two are referential and display questions. As mentioned above, the teachers ask display questions only to

evaluate their students, only to find out whether they have got the lesson or not. While by asking referential questions, teachers want to elicit first-hand information from the students. However, to some classroom researchers, this division did have little sense. Van Lier (1988) has questioned the value of drawing a distinction between display and referential questions, pointing out that, "such "display" questions have the professed aim of providing comprehensible input and of encouraging early production. I shall suggest by and large, what gives such question types their instructional, typically L2- classroom character is not so much that they are display rather than referential, but that they are made with the aim of eliciting language from the learners".

According to Van-Lier, the important distinction between questions in the classroom is the fact that classroom questions of whatever sort are designed to get learners to produce language. What distinguishes instructional questions from non-instrumental (conversational) questions is their eliciting function, not their referential or display nature. Though they can be found other factors such as the topic area, background knowledge of the learners, and contextual and interpersonal variables.

As a matter of fact, display questions are the ones that teachers already know the answers to and which are designed to elicit or display particular structures. According to Xiao Q. Liao (2001) the "overuse of display questions is harmful for communicative purpose".

Here are some sentences for illustration:

- ✓ Who is the "I"?
- ✓ Who is the "he"?
- ✓ Do "I" eat?
- ✓ Does "he" eat?

The first two questions require exploiting schema or a general type of knowledge and therefore are referential questions. That is, the learner does not solely

depend on his/her grammatical knowledge. The second two, however, are tests of knowledge of form or display questions. The fourth question only measures the student's recognition of "he", not general knowledge of the world, which is necessary in real situations.

Widdowson (1972) questions the importance of asking any question that serves no communicative purpose. He believes that one should first of all understand why a question is asked. The following example illustrates the point:

A: What is on the table?

B: A pencil.

A: Where is the book?

B: Under the table.

In this case, the teacher and the student are both aware of the whereabouts of the pencil and the book, and therefore no information is transferred through the activity. The teacher might, for example, ask questions about the whereabouts he does not see but the student does. Here is an example:

A: Where is your pen?

B: It is in my pocket.

A: Where is your ruler?

B: It is in my school bag.

2.1.8 Purposes of Teachers' Questions

Teachers ask many questions when teaching their learners. But these questions are not asked for the same purposes. Among the questions, there are:

- ✓ *Display questions* (questions in which the teacher already knows the answer) and want the students to display knowledge, for example, (what colour are your shoes?). Yes or no questions are also classified among display questions since the answer to these questions is very short. (Do you like English?)

- ✓ *Referential questions* (questions in which teacher does not know the answer) and want to get new information from students, for example, (What is your favourite colour?). Wh/ questions are included in referential.
- ✓ *Comprehension Check questions* (questions teacher asks to find out if a student understands), for example, (Do you understand?)
- ✓ *Confirmation Questions* (questions to verify what was said), for example, (You said you got up at 5:00?)
- ✓ *Clarification Check* (questions to further define or clarify), for example, (Did you say you got up at 5:00 or 6:00?).

When a teacher holds a watch or a clock and asks the students, “What time is it?” the teacher is asking students to show they know how to tell time in English. All the same, when the teacher asks, “What is the past tense of to do?” the teacher wants to see if they know this grammatical point. For some teachers, another purpose for asking questions is to learn about the students, to discover things about them and their knowledge through referential questions. For example if the teacher forgot his or her watch and wants to know what time it is, he or she would use a referential question: “What time is it?” the same is true if the teacher asks, “Who has ever been to the museum?” simply to know who has and who has not been to once. About all the different questions above underlined, some may not be used effectively to teach interaction. Because, when talking of interaction in the classroom, it depends on the questions teachers ask and mainly the strategies teachers use to ask their learners questions.

To my mind, many of those who advocate an interactive approach to EFL teaching favour the use of referential questions over display questions and others. But all of them have a place in the language classroom. Some teachers may not use the last three types of questions and just use the first two such as display and referential questions. By comparing display questions to referential ones, referential questions provide a means through which to bring “real questions” into the classroom. They

can also be engaging for students because the questions are aimed at communicating with them, not testing their knowledge. However, display questions offer a way to practise language or drill students, something most both students like and need, and when students find display questions to be engaging, this is seen to be meaningful to them.

Another purpose of teachers' questions is to check students' comprehension, and to do this teachers often ask, "Do you understand?" such "comprehension checks" are not as common outside classrooms as they are inside classrooms. Much of the time, if asked, "Do you understand?" students will reply that they do, even when they do not. Perhaps such a question as "Who can tell me what I have just said?" is more valuable as the question because it does not only show if the student has comprehended what was just said but also gives the student practice in paraphrasing.

Two other purposes of asking questions are to confirm and clarify understanding. For example, "We shall meet at 7:00. Right?" asks the listener to confirm something that the asker believes is true, while "Did you say you like bread or cake" and "I can't understand. What time are we going to meet?" aim at clarification. Confirmation and clarification questions are used outside classrooms more often than inside and because of this, I encourage teachers and students to confirm and clarify often, if for no other reason than to have more natural, and hopefully meaningful conversations inside classrooms. In addition, to focus on the purpose of questions, teachers can consider the content of their questions. Here is the content of teachers' questions.

The Content of Teachers' Questions

Procedure	Questions that ask students about procedural matters “Did you do your homework?”
Study of Language	Questions that ask students about aspects of language “what is the past tense of ‘eat’?” “What does the word acculturation mean?”
Study of subjects	Questions that ask students about content other than the study of language “How many countries are there in the world?”
Life-General	Questions about the lives of groups of people “How Nigerians celebrate birthday?”
Life-Personal	Questions about the lives of individuals “How do you celebrate your birthday?” “Do you like to drink hot tea in the summer?”

Adapted from Teaching English as a Foreign or a Second Language

(Classroom Management Chapter 4, page 74)

2.2 The Concept of Strategy

Strategy (from Greek ‘strategia’ is an art of troop leader; office of general command, generalship’). It is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the ‘art of general’ which included several subsets of skills including ‘tactics,’ siege craft logistics etc, the term came into use in the 6th century C.E (Common Era) in East Roman terminology, and was translated into Western vernacular languages only in the 18th century.

From then until the 20th century, the word “strategy” came to denote “a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills” in a military conflict, in which both adversaries interact.

According to *Encarta English dictionary* (2009), strategy is defined as a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan. In addition, *Oxford Advanced-Learner’s Dictionary* defines strategy as a plan that is extended to achieve a particular purpose. From these two definitions, we can say that it is important for teachers to use strategies to teach English for interaction because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy.

Henry Mintzberg from McGill University defined strategy as “a pattern of decisions”. Strategy is about shaping the future and is the human attempt to get to desirable ends with available means.

For Dr Vladimir Kvint, strategy is a “system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully.”

When teachers use questioning strategies to teach students and notice that the strategies are effective, they must pay a special attention to that and use effectively so as to achieve their goals.

Henry Mintzberg (1998) described five definitions for strategy:

- Strategy as plan – a directed course of action to achieve an intended set of goals; similar to the strategic planning concept;

- Strategy as pattern – a consistent pattern of past behavior, with a strategy realized over time rather than planned or intended. Where the realized pattern was different from the intent, he referred to the strategy as emergent;
- Strategy as position – locating brands, products, or companies within the market, based on the conceptual framework of consumers or other stakeholders; a strategy determined primarily by factors outside the firm;
- Strategy as ploy – a specific maneuver intended to outwit a competitor; and
- Strategy as perspective – executing strategy based on a "theory of the business" or natural extension of the mindset or ideological perspective of the organization.

As conclusion, due to the importance of strategies in teaching, teachers should use them to question their learners. By using effective questioning strategies, teachers will easily convey their message and teach EFL for interaction.

2.3 The Concept of Interaction

Nowadays, the emphasis of language teaching is not only on linguistic competence of the language learners but also on the development of their communicative ability. Teachers need to create a scenario to teach the target language in an active and interesting manner in order to develop the learners' communicative ability. Before going to an EFL class, both teacher and students have certain expectations. Teachers generally expect that students will be able to use the target language during the lesson. For this reason teachers use English during the teaching and learning activity. Teachers also design task which makes student study and use the target language actively in the classroom. On the other hand, students have different expectations. In fact students expect teacher to be able to keep order in class; teacher should explain and give assignment; teacher should be able to explain

and clarify difficult problem; interesting classroom is the one which gives new thing and engaging task; fairness is more important than friendliness. Without understanding each other expectation it is likely that problem will arise in the student-teacher interaction in the classroom.

As a matter of fact, Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way casual effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena.

According to *Longman Dictionary of contemporary English, New Edition for Advanced learners* (2008), to interact is to talk to each other, to work together. Therefore, interaction is the activity of talking to other people or working together with them.

Classrooms are social settings; teaching and learning occur through social interaction between teachers and students. As teaching and learning take place, they are complicated processes and are affected by peer-group relationships. The interactions and relationships between teachers and students, and among students, as they work side by side, constitute the group processes of the classroom.

Seliger (1977) considered interaction in language classroom as the practice of new linguistic concepts acquired or learned in the classroom. In addition, input-output speech acts which make up interaction, he stated, may vary in length from one word, such as “yes” or “no”, to several sentences in reply to an input question. It was also assumed that even in case of a simple but meaningful “yes” or “no”, practice has been taking place in the form of processing the input. He counted any speech act by a student as an interaction. Seliger’s (1977) paper, “Does practice make perfect? : a

study of interaction patterns and L2 competence”, was firmly related to a practical pedagogic issue. He focused on classroom interaction and two types of learners-high-input generators (HIGs) and low input generators (LIGs). He emphasized that learners in formal instruction do not have adequate acquire the feature system of a new language concept. He attributed the successes of a few certain learners to cognitive factors and concluded that the remaining others need to practise more. Finally, he came to the conclusion that HIGs generated more interaction and practice, and were, hence, more successful than LIGs.

2.3.1 Management of Interaction

The success of interaction in the classroom cannot be granted, and it cannot be guaranteed by exhaustive planning either. If the interaction is totally planned in advance, then the result is a play-reading, rather than a lesson. Interaction is to be managed by all the participants as it goes along, no matter how much thought has gone into it before hand. For Allwright and Bailey (1990), interaction is usually viewed as a sort of co-production. The main problem, here, is that successful interaction in the classroom, or anywhere, involves everybody to know at least these five factors: the one who gets to talk (Turn distribution), what they talk about (Topic), what each participant does with the various opportunities to speak (Task), the sort of atmosphere which is created (Tone), the accent, the dialect or language which is used (Code). Let’s underline that the above cited factors can be means as well as ends. If EFL teachers want a particular learner to say something, they have a variety of possibilities open to them, and this leads to move interaction. How is interaction managed in group discussions?

In regard to the interaction in group discussions, according to Doughty and Pica (1986) many students tend to go along with the majority opinion of both their class and group. In some cases, if the students are not able to reach a unanimous decision, they simply shift to a different aspect of the problem, abandoning the topic at hand altogether. The less linguistically proficient students avoid participation, and

the less skillful debaters capitulate their opinion. The more expressive participants, including the teacher, dominate the interaction and supply most of the input. Let us not forget that teacher-student relationships provide an essential foundation for effective classroom management and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. Smith (1990) said, "Teachers who love their students are of course by that very fact teaching their students the nature of love, although the course may in fact be chemistry or computer science." He thoroughly endorses out-of-class contacts between students and faculty, "because they reveal something to the student about reality that can, I suspect, be learned no other way. Such contracts demonstrate that ideas are "embodied." They do not exist apart from a person, remote or near at hand, who enunciates, who takes responsibility for them by declaring them, by speaking about them." Or in the words of Woodrow Wilson, "We shall never succeed in creating this organic passion, this great use of the mind until (we) have utterly destroyed the practice of merely formal contacts between teacher and student."

2.3.2 Interaction and Teacher Education

In 1982, a study was conducted by Johannessen to determine whether teachers see a need for or value interaction in the classroom, what methods they use to encourage interaction, how much interaction actually occurs in EFL classes, and what factors or methods encourage or discourage interaction. Specific factors or methods that tend to encourage or discourage interaction. The use of individual student presentations and student-led small group discussions may have contributed to higher levels of interaction. Teacher's questioning patterns during class discussions encouraged or discouraged interaction, depending on the ratio of teacher talk to student response and the nature of the questions. Finally, the activities used to

introduce a specific piece of literature were critical to the level of interaction in the classroom. In a language teaching practicum, Gebhard (1990) tried to highlight the role of interaction in the professional development and behaviour change of student teachers. He adds that interaction provides them with opportunities to change their teaching behaviour. Moreover, teacher trainers are given insights on how to educate student teachers. Implications, in addition, are given for researchers to be interested in more than what is going on in the teacher education programs and to want to focus on how participants in the programs arrange interaction to accomplish teacher education purposes. Allwright and Bailey (1990) disagree with “too much interaction” by saying that it is a dangerous oversimplification to suggest that verbal interaction in the classroom is just a case of “the more the merrier”. There may be times when teacher’s desire to get students to interact verbally can be counter-productive. Rather, it is important for teachers to adjust their teaching style to learners’ strategies. If teachers think too much about the management of interaction in the classroom, they may lose sight of the fact that what is of paramount importance is the management of learning. They should not create interaction for its own sake. Rather, it is to be means towards learning. In fact, everything we do in the classroom can make a difference to what anyone else in the class could possibly learn from being there. In this way, managing interaction and managing learning come together. The next chapter is about the methodology of the study.



CHAPTER THREE:

*Methodology of the
Study*

CHAPTER THREE: Methodology of the Study

3.1 The Target Population

The study aims at investigating how to use effective questioning strategies in teaching English as a foreign language for interaction in some Benin secondary schools, especially in Abomey-Calavi area. Since it is very important to broaden our knowledge about the topic under consideration, I divide this chapter into two parts. The first part deals with the description of the target population and the sampling. The second includes the instruments used to collect data and the method of analysis.

To carry out this study, I have taken into account teachers and learners. For me, the right people to question and observe in a real class situation are teachers and learners in order to know the problems in teaching / learning process. I have especially chosen teachers and learners for investigation, because they are supposed to know much about the process of teaching / learning.

Therefore, I have met them so as to get right information about the use of questioning strategies for the teaching of EFL for interaction. I would like to know if teachers use the effective questioning strategies in EFL classes to allow students to interact effectively.

None of the teachers I met was against the different questions I asked through my research design. Many of them accepted to help me in the gathering of data relevant to the topic of the study, even those I encountered at random. In addition, I paid a great attention to the learners in order to know deeply about how each of them has been taught English. I met two forms of EFL learners in the first cycle and two in the second cycle in the selected secondary schools. These forms are Sixième, Cinquième, Seconde and Première. But it was very difficult for the beginners; I mean Sixième and Cinquième to answer the different questions since it was in English. Then, I translated into French and explained to them and they answered the

questionnaire easily. Through that, I can collect reliable information about the topic. Teachers and learners involved in my investigation are from different schools in Abomey-Calavi area. After identifying the target population for reliable and fruitful data collection, I designed questionnaires to the respondent teachers, learners and class observation. Then, I decided to carry out my investigation in the selected schools due to the relationship with colleagues. Here is the table showing the schools where I carried out my investigation and where they are located.

Table 1 : Names of the Selected Schools and their Locations

NAMES OF THE SELECTED SCHOOLS	LOCATIONS
CEG1 ABOMEY-CALAVI	Abomey-Calavi
CEG LE PLATEAU	Abomey-Calavi
COMPLEXE SCOLAIRE SAINT MATHIEU 1	Abomey-Calavi
COMPLEXE SCOLAIRE LA GRANDE ACADEMIE	Abomey-Calavi

3.2 The Instruments

3.2.1 Questionnaires

3.2.1.1 Questionnaires Addressed to Teachers

The teachers' questionnaire is divided into five parts. The first part deals with English teachers' background characteristics and develops three questions.

- The first question is about when EFL teachers have been teaching English. The second one concerns the highest professional and academic qualifications of the teachers. The third asks if the teacher is trained or untrained or being trained.

- The second part treats teachers' opinions on EFL teaching and develops only one question that is the fourth question. This question is about the meaning of English for EFL teachers.
- The third part is made of five questions that are from the fifth question to the ninth one. These questions concern the reason why the teachers ask their students questions, the types of questions they often use in class, the types of questions they often use, the reason why they use questions with short answers, the reason why they ask questions that elicit long answers if questions can lead to short answers or can elicit long answers.
- The fourth part develops questions 10 and 11. They mention the four main questioning strategies and then ask the teachers' opinions about their functioning.
- The fifth part deals with the twelfth and the thirteenth questions which concern the reason why the use of effective questioning strategies is important in the interactive teaching of EFL in classrooms in Benin and the problems teachers could have to use effective questioning strategies in their class and their suggested solutions.

3.2.1. 2 Questionnaires Addressed to Learners

This questionnaire is divided into four parts. The first deal with how long learners have been learning English and their feelings about English and it develops three questions. The first question is about the duration of learners in English learning. The second points out if learners like English or not. The third is to know the reason why they like English. The second part is made of three questions. The fourth question focuses on the types of questions their teacher often ask them, the fifth concerns the type of question learners like most and the sixth question asks the reason why they like it. The third part develops four questions. The seventh points out the problems learners have in the way their teacher asks questions. The eighth and

ninth ask if learners think there is effective interaction in their class and finally the tenth deals with what learners suggest so that their teacher's questions would help them to interact more in class and speak English more fluently.

Both teachers and learners anonymously, have to tick at least one box or many to answer the questions and justify if possible. To gain their confidence, I explained them the purpose, the importance and the interest of the research work.

At the level of the students, a great task was done as far as ticking the box is concerned since some of the learners are EFL beginners. Therefore, I helped them by translating the questionnaire into French and explaining the meaning of the different words and expressions they do not understand.

Finally, thanks to these questionnaires, I tried to gather trustful and reliable information about how EFL is taught for interaction through the use of questioning strategies. Each category of questionnaire is displayed in the appendices pages attached to this study. I also went through class observation to collect data.

3.2. 2 Class Observation

Another way to gather useful and reliable information in regard to EFL teaching and learning is to undergo class observation. This is one of the most appropriate ways to be at the direct sight of what is going on in a classroom and to lend an ear carefully to what is being said in the classroom. This is also a great and powerful means which can allow me to discover how English language is taught for interaction through questioning strategies to our brothers and sisters Beninese in general and particularly to those in Abomey-Calavi, to understand correctly and deeply the obstacles, the hindrances linked to the effectiveness of English language mainly the spoken English in our country. Then, the presentation and the analysis of the findings will enable me to suggest adequate and satisfactory solutions. To succeed in this research design, I met many English teachers in workshop for some discussions.

3.2.3 Discussions with Some Groups of Colleagues in Workshops

The discussions I had with some groups of English teachers also enabled me to share their feelings, their point of views, their teaching conditions...to mention but a few. Before having these discussions with them, I got in touch with the senior teachers of our workshop who welcomed me and scheduled me for the discussion. After spending an hour together for teachers' workshop, an hour was often given to me in each workshop for about four weeks to conduct my discussions. Let's mention that these discussions were based on the topic under consideration. Each teacher pronounced himself / herself about the different strategies they use to ask questions in their classrooms. Colleagues, especially senior teachers and Subject coordinators (AE) were very interested in the discussions because we shared briefly our point of views and everyone got their part. I gave them a taste of what I have to do and this enabled me to negotiate some visits with some of them who opened their heart to me by accepting to be visited in their classrooms. In order to be organized in my data collection, I elaborated some plannings with them and they were not against that. Let's underline that the observations have to do with the teaching environment: class size, the behaviour of learners in EFL classes, and what they feel regarding their teacher's questioning strategies. All the colleagues were collaborative and very kind. This helped me to gather more information and know beforehand many obstacles to students' interaction. Finally, I developed a data collection procedure.

3.2.4 Procedure of Data Collection

As far as the procedure of this data collection is concerned, I first of all distributed questionnaires to EFL teachers and learners of target schools. I got some answers back on the spot just after a few minutes in classrooms or in workshops. At the same time other teachers and learners asked me to wait for them till four days at least and one week at most for the answers. This happened to me with teachers and learners who are out of the schools where I teach English. But finally, many of them

tried to fill or tick the boxes and returned me the questionnaire. I distributed ninety-two (92) questionnaires to teachers of all of the selected schools. But I gathered seventy-one (71) answers. So, twenty-one (21) questionnaires were not returned to me. To learners, I distributed two hundred and thirty-four. Hopefully, I got all of them back since the questionnaire was translated into French in order to enable EFL beginners to answer easily. In the following chapter, I will present the results and discuss them.



CHAPTER FOUR:

*Presentation of the
Results and Discussion*

CHAPTER FOUR: Presentation of the Results and Discussion

The current chapter is mainly based on the presentation of data I have collected through the questionnaires, the classroom observation, the discussions with some groups of colleagues in workshops and then the discussion of the findings. It is also to see how effective questioning strategies are used to teach EFL for interaction in Benin secondary schools especially in Abomey-Calavi area.

4.1 The Presentation of the Results

4.1.1 Data from the Teachers

Seventy-one EFL teachers out of ninety-two have answered this questionnaire. So, about 77, 17% of data has been returned.

1. The EFL Teachers' Experiences

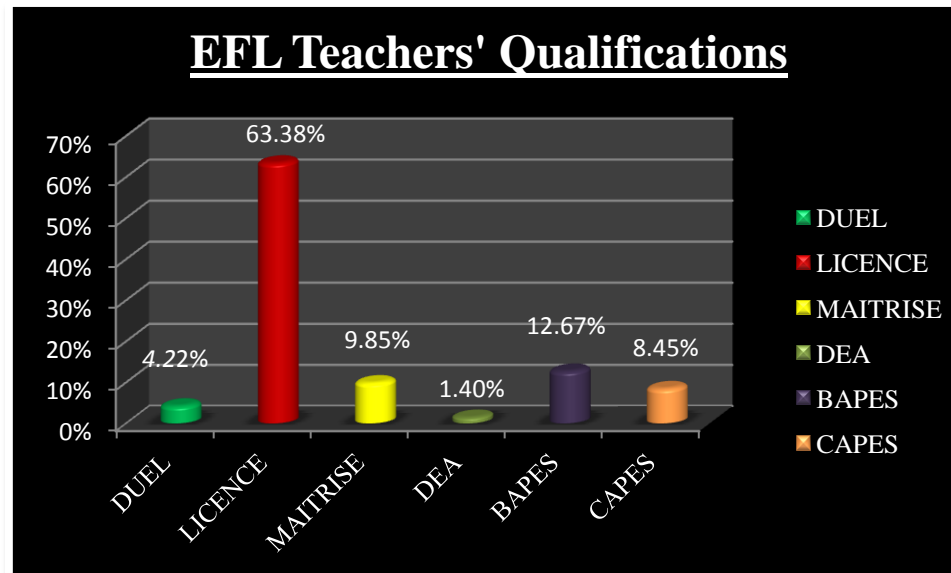
Table 2 : The EFL Teachers' Experiences

Number of Teachers	The EFL Teachers' Experiences																
	1year	2years	3years	4years	5years	6years	7years	8years	9years	10years	11years	12years	13years	14years	15years	16years	17years
71	9	10	8	6	5	5	6	6	4	4	2	2	1	1	1	1	1

As shown in table 2: nine (9) English teachers have one (1) year of experience; ten (10) have two (2) years of experiences; eight (8) have three (3) years of experiences; six (6) have four (4) years of experiences; five (5) have five (5) years of experiences; five (5) have six (6) of experiences; six (6) have seven (7) years of experiences; six (6) have eight (8) years of experiences; four (4) have nine (9) years of experiences; four (4) have ten (10) years of experiences; two (2) have eleven (11) years of experiences; two (2) have twelve (12) years of experiences; one (1) has thirteen (13) years of experiences; one (1) has fourteen (14) years of experiences; one (1) has fifteen (15) years of experiences; one (1) has sixteen (16) years of experiences and one (1) has seventeen (17) years of experiences. As conclusion, we can say that most of the EFL teachers in Benin secondary schools, especially in Abomey-Calavi area have started teaching recently. So, they have no experience in teaching.

2. EFL Teachers' Qualifications

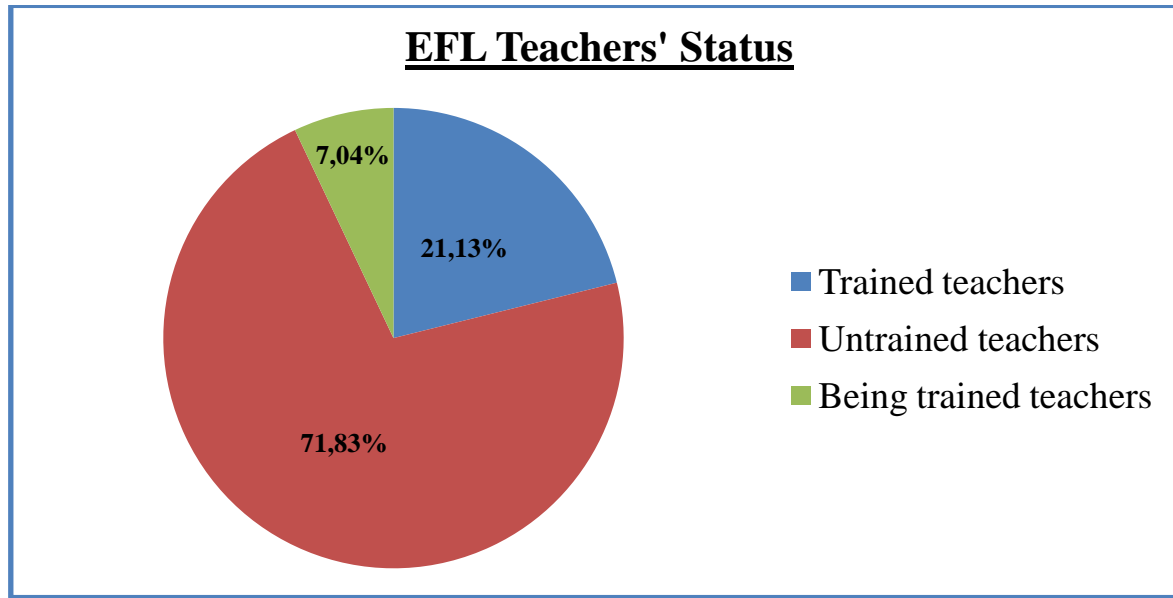
Figure 1: EFL Teachers' Qualifications



The results in figure n°1 show that out of 71 EFL teachers, 4.23% have “DUEL”; 63.38% have “Licence”; 9.86% have “Maîtrise”; 1.41% has “DEA”; 12.67% have “BAPES” and 8.45% have “CAPES”. Here, we can notice that the majority of the teachers have “Licence”. That means that most of the EFL respondent teachers are not professionally qualified enough to teach English as a foreign language in secondary schools. The holders of professional degrees are nine (9) for BAPES with twelve point sixty-seven per cent (12.67%) and six (6) for CAPES with eight point forty-five per cent (8.45%). We can conclude that many EFL teachers in Benin secondary schools do not have professional qualifications.

3. EFL Teachers' Status

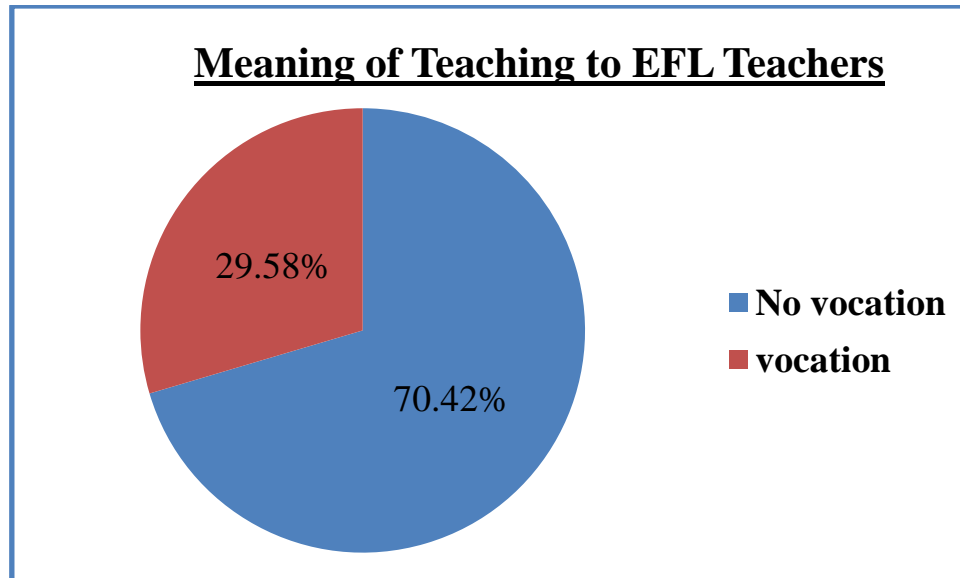
Figure 2: EFL Teachers' Status



In figure 2, the results show that among seventy-one (71) EFL teachers who answered my questionnaire, about 21.13 per cent are trained teachers, 71.83 per cent are untrained teachers and 7.04 per cent are being trained. This clearly means that most EFL teachers should not teach students since they are untrained. Some of them are being trained meanwhile they are teaching which is abnormal because teaching is not a childish game and it demands training.

4. The Meaning of Teaching to EFL Teachers

Figure 3: The Meaning of Teaching to EFL Teachers



As shown in figure n°3, seventy point forty-two per cent (70.42%), that is fifty (50) of seventy-one (71) English teachers have no vocation to teach. Only twenty-nine point fifty-eight per cent (29.58%), that is twenty-one (21) English teachers have really vocation to teach. It derives from this that not all the respondent English teachers in our secondary schools enjoyed teaching.

5. Teachers' Reasons for Asking Questions

Table 3 : Teachers' Reasons for Asking Questions

ANSWERS	FREQUENCY	PERCENTAGE
To check if students understand	31	43.66
To give students practice	00	00
To find out what students really think or know	15	21.13
To find out what students can do with the language	01	1.41
To give students opportunities to reflect and give thoughtful answers	24	33.80
TOTAL	71	100

The results in this table show clearly that forty-three point sixty-six (43.66) per cent of the teachers asserted that they ask questions to check if students understand; none of them said that they ask questions to give students practice; fifteen (15) per cent confirmed that they ask questions to find out what students really think or know. In the same way, one point forty-one (1.41) per cent said he asks questions to find out what students can do with the language. Finally, thirty-three point eighty (33.80) per cent declared that they ask questions to give students opportunities to reflect and give thoughtful answers. I can deduce that teachers underlined the main reasons why they ask questions to their students.

6. The Types of Questions Teachers often Use in Class

Table 4 : The Types of Questions Teachers often Use in Class

THE TYPES OF QUESTIONS TEACHERS OFTEN USE IN CLASS	FREQUENCY	PERCENTAGE
Yes / No questions	38	53.52
“Or” or alternative questions	00	00
“Wh ” questions or information questions	25	35.21
All of these	08	11.27
TOTAL	71	100

The results in table n°4 show that fifty-three point fifty-two (53.52) per cent of the EFL teachers often use yes /no questions in class; none of them uses “Or” or alternative questions in class; thirty-five point twenty-one (35.21) per cent often use “Wh” questions or information questions in class and eleven point twenty-seven per cent of the teachers use all of these in class. In general, the respondent English teachers often use yes / no questions. I can conclude that English teachers try to find out the effective types of questions they often use in class.

7. EFL Teachers' Reasons for Using Questions with Short Answers

Table 5 : EFL Teachers' Reasons for Using Questions with Short Answers

ANSWERS	FREQUENCY	PERCENTAGE
It is more natural	05	7.04
I only want to check understanding	03	4.22
It is easy to teach that way	61	85.92
It is real classroom questions	02	2.82
TOTAL	71	100

The results in this table show that out of a total of seventy-one (71) English teachers seven point zero four (7.04) per cent declared that using questions leading to short answers is more natural; four point twenty two (4.22) per cent said that they use questions leading to short answers because they only want to check understanding; eighty-five point ninety-two (85.92) per cent confirmed that the use of questions leading to short answers is an easy way to teach; two point eighty-two (2.82) per cent asserted that they use questions leading to short answers because it is real classroom questions. Those are the different reasons why English teachers use questions leading to short answers.

8. EFL Teachers' Reasons for Using Questions with Long Answers

Table 6 : EFL Teachers' Reasons for using Questions with Long Answers

ANSWERS	FREQUENCY	PERCENTAGE
It is an effective way of getting students to produce language	17	23.94
It gives students opportunities to use language as in real life	14	19.72
It gives students opportunities to think (reflect) in English and speak	30	42.25
To create atmosphere and interaction in the class	10	14.09
TOTAL	71	100

Table n°6 mentioned that out of seventy-one (71) English teachers, twenty-three point ninety-four (23.94) per cent use questions leading to long answers because it is an effective way of getting students to produce language. In the same way, nineteen point seventy-two (19.72) per cent said they use questions leading to long answers because it gives students opportunities to use language as in real life; forty-two point twenty-five (42.25) per cent declared that they use question leading to long answers because it gives students opportunities to think (reflect) in English and speak; fourteen point zero nine (14.09) per cent asserted that they use questions leading to long answers to create a good atmosphere and interaction in the class. Those are the different reasons why English teachers use questions leading to long answers.

9. The Main Questioning Strategies

Table 7: The Main Questioning Strategies

THE MAIN QUESTIONING STRATEGIES	FREQUENCY	PERCENTAGE
The teacher asks questions and simply lets students call out answers at the same time	00	00
The teacher asks a question, then pauses to give the whole class a chance to think of the answer. Then the teacher chooses one student to answer	00	00
The teacher first chooses a student by pointing or calling the student's name, and then asks the student a question	02	2.82
The teacher asks a question and lets students raise their hand if they know the answer. The teacher chooses one of the students to answer	69	97.18
TOTAL	71	100

Table n°7 shows four (4) main questioning strategies. As a result, none of the respondent English teachers uses the first two questioning strategies. Out of the seventy-one (71) English teachers, two point eighty-two (2.82) per cent use the third questioning strategy and the remaining ninety-seven point eighteen (97.18) per cent use the fourth questioning strategy. I can conclude that the majority of the respondent English teachers ask a question and let students raise their hand if they know the answer, and then the teachers choose one of the

students to answer. That is the fourth questioning strategy. The following table shows the function of each strategy, the frequency and the percentage.

10. Function of the Questioning Strategies

Table 8: Function of the Questioning Strategies

Function of the Strategies	Strategies	Frequency	Percentage	Total in Frequency	Total in Percentage
Help the teacher to control the class	A	29	40.85	71	100
	B	30	42.25		
	C	08	11.27		
	D	04	5.63		
Help to keep the attention of the whole class	A	16	22.54	71	100
	B	33	46.48		
	C	17	23.94		
	D	05	7.04		
Give good students a chance to show their knowledge	A	02	2.82	71	100
	B	04	5.63		
	C	30	42.25		
	D	35	49.30		
Give weak or shy students a chance to answer	A	00	00	71	100
	B	00	00		
	C	39	54.93		
	D	32	45.07		
Give lazy students a chance not to answer	A	71	100	71	100
	B	00	00		
	C	00	00		
	D	00	00		

NB: The capital letters **A**, **B**, **C**, **D** represent the four main questioning strategies:

A: The teacher asks questions and simply lets students call out answers at the same time.

B : The teacher asks a question, then pauses to give the whole class a chance to think of the answer. Then the teacher chooses one student to answer.

C : The teacher first chooses a student by pointing or calling the student's name, and then asks the student a question.

D: The teacher asks a question and lets students raise their hands if they know the answer. The teacher chooses one of the students to answers.

As shown in table n°8, out of seventy-one (71) English teachers, 40.85 per cent confirmed that the strategy A helps the teacher to control the class; 42.25 percent for the strategy B; 11.27 per cent for the strategy C and 5.63 percent for the strategy D.

Afterwards, 22.54 per cent of the English teachers asserted that the strategy A helps to keep the attention of the whole class; 46.48 per cent for the strategy B; 23.94 per cent for the strategy C and 7.04 percent for the strategy D.

In addition, 2.82 per cent of the English teachers said that the strategy A gives good students a chance to show their knowledge; 5.63 per cent for the strategy B; 42.25 per cent for the strategy C and 49.30 for the strategy D.

None of the English teachers confirmed that the Strategies A and B give weak or shy students a chance to answer. But 54.93 confirmed that the strategy C does and 45.07 per cent for the strategy D.

Finally, seventy-one (71) EFL teachers out of seventy-one (71) that is hundred (100) per cent declared that the strategy A gives lazy students a chance not to answer teacher's questions. So, zero (0) per cent for the strategies B, C, D. As conclusion, I can say that EFL teachers found out the function of each of the questioning strategies according to their conception and their experiences.

11. Reasons about the Importance of the Use of Effective Questioning Strategies in the Interactive Teaching of EFL in Classrooms in Benin

Teachers gave many reasons about the importance of the use of effective questioning strategies in the interactive teaching of EFL in classrooms in Benin. For example, some teachers said that the use of effective questioning strategies is important in the interactive teaching of EFL because it helps students not be misled in their answers. They think and answer for interaction. In the same way other teachers confirmed that using effective questioning strategies directs the learners and constitute a guide to understand quickly and to practise freely. It also helps the teacher evaluate his students' level of understanding of his learners and make them interest in English language through communication.

12. Problems Raised with the Use of Effective Questioning Strategies in our EFL Classes

EFL teachers mentioned many problems linked to the use of effective questioning strategies in their classes. At the same time other teachers were ashamed and felt very shy to mention the problems they had. Teachers have problems such as:

- misunderstanding within the students;
- lack of some appropriate tools;
- problem of management of time in class situation; teachers don't have sufficient or enough time to go through all that they plan for their daily lessons;
- students have problems of vocabularies;
- students sometimes waste their teacher's time because of misunderstanding of the English language;
- students don't react in class as teachers want.

13. Suggestions to the Problems

As far as suggestions are concerned, the majority of teachers suggested solutions to the crucial problems they have when using the effective questioning strategies in their class. The following elements are suggested here:

- giving enough time to English teachers to go through all that they plan for their daily lessons. This will help students ask questions to their teacher in case they have difficulties to understand his questioning strategies;
- compelling students to express themselves even if it seems hard so as to help them grasp some words and expressions;
- providing more adequate documents and other tools from the governmental authorities;
- creating small English clubs to make students like English language and master vocabularies;
- allowing EFL teachers sometimes the use of French and local languages in class situation to help students understand questions.

4.1.2 Students' Answers

For my research work, I dispatched two-hundred and eight (208) questionnaires and I got all of them back the very day.

1. Students' Duration in English Learning

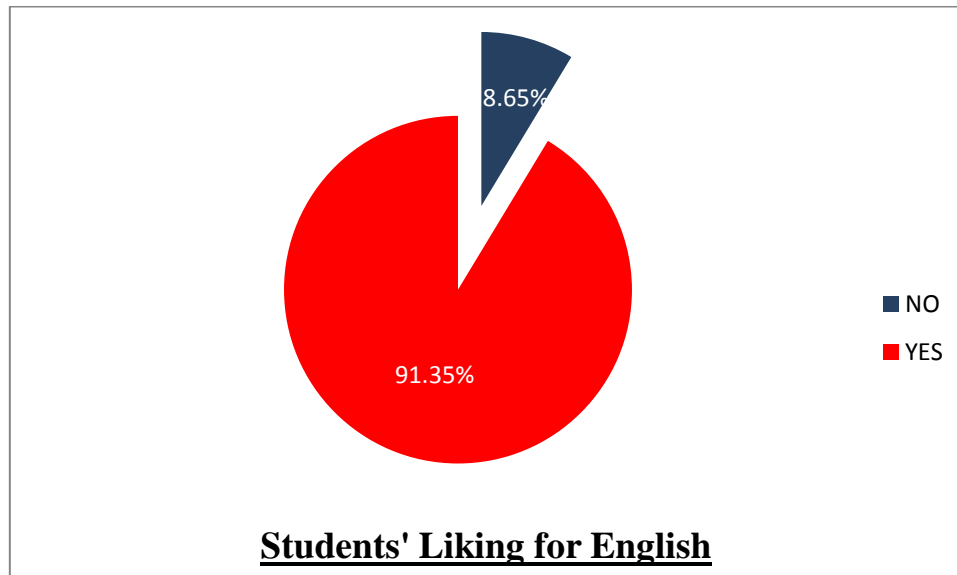
Table 9 : Students' Duration in English Learning

Cycle	Level	Frequency	Duration in English learning	Percentage
First cycle	Sixième	65	1	31.25
	Cinquième	51	2	24.51
Second cycle	Seconde	48	5	23.08
	Première	44	6	21.16
Total :		208	Total :	100

Table n°9 shows a total number of two hundred and eight (208) students divided as follows: in the first cycle thirty-six (65) students of sixième have been learning English for one year; twenty-nine (51) students of cinquième have been learning English for two years. In the second cycle twenty-five (48) students of seconde have been learning English for five years; twenty-three (44) students of première have been learning English for six years. In the first cycle that is from sixième and cinquième, I got respectively 31.25 per cent and 24.51 per cent of students. As for the second cycle, in seconde and première, I got respectively 23.08 per cent of students and 21.16 per cent of students.

2. Students' Liking for English

Figure 4 : Students' Liking for English



The results in figure n°4 show how much students like English despite the difficulties they are going through. Out of two hundred and eight (208) students, only eighteen (18) students, that is 8.65 per cent do not like English. The remaining one hundred ninety (190) students that, is 91.35 per cent like English. Students who do not like English give the reasons, so do those who like English.

3. Students' Reasons for Liking and not Liking English

Table 10 : Students' Reasons for Liking and not Liking English

	Students' Reasons for Liking and not Liking English	Frequency	Percentage
Students' reasons for liking English	English is today the language of communication and technologies	87	41.83
	I want to speak it fluently	59	28.37
	I want to study in an English speaking country	39	18.75
	I like the way my teacher teaches	05	2.40
Students' reasons for not liking English	English is a very difficult language	10	4.81
	I don't want to speak it fluently	01	0.48
	I don't want to study in an English speaking country	02	0.96
	My teacher often speaks French to me in class	05	2.40
	TOTAL	208	100

The results of this table show that out of two hundred and eight (208) students, some like English and some do not like it for different reasons. As for those who like English, forty-one point eighty-three (41.83) per cent said that they like English because it is today the language of communication and technologies; twenty-eight point thirty-seven (28.37) per cent declared that they like English because they want to speak it fluently; eighteen point seventy-five (18.75) per cent asserted that they like English because they want to study in an English speaking country; two point forty (2.40) per cent confirmed that they like English because they like the way their teacher teaches.

As far as those who do not like English are concerned, four point eighty-one (4.81) per cent confirmed that they do not like English because it is a very difficult language; zero point forty-eight (0.48) per cent said that they do not like English because they do not want to speak it fluently; zero point ninety-six

(0.96) per cent declared that they do not like English because they do not want to study in an English speaking country; two point forty (2.40) per cent asserted that they do not like English because their teacher often speaks French to them in class instead of English. I can conclude that many students in Benin like English despite the difficulties they encounter. All of the two hundred and eight (208) students could like English if some of them were not confronted to some difficulties.

4. The Types of Questions Teachers often ask Students

Table 11 : Types of Questions Teachers often ask Students

Types of questions teachers often ask students	Frequency	Percentage
Yes/No questions	171	82.21
"Or" or alternative questions	00	00
"Wh" questions	37	17.79
TOTAL	208	100

As far as the results in table n°11 are concerned, eighty-two point twenty-one (82.21) per cent declared that their teachers often ask yes / no questions; no student says that their teachers often ask alternative questions; seventeen point seventy-nine (17.79) per cent asserted that their teachers often ask "wh" questions. So, EFL teachers in Abomey-Calavi area use more yes / no questions than the other types of questions.

5. The Type of Question Students Like Most

Table 12 : The Type of Question Students Like most

The Type of Question Students Like most	Frequency	Percentage
Yes/No questions	45	21.63
"Or" or alternative questions	00	00
"Wh" questions	163	78.37
TOTAL	208	100

Table n°12 shows that twenty-one point sixty-three (21.63) per cent of the students like yes / no questions; none of them likes ‘or’ questions; seventy-eight point thirty-seven (78.37) per cent like ‘wh’ questions. We can conclude that Abomey-Calavi secondary schools students like ‘wh’ questions. What are the different reasons?

6. Reasons for Liking a Type of Question Most

Table 13 : Reasons for Liking "Wh" Questions Most

Reasons for Liking "Wh" Questions Most	Frequency	Percentage
They help me show my knowledge	09	04.33
They help me speak the language fluently	125	60.09
They help me show my understanding	13	06.25
They help me produce the language as in real life	61	29.33
TOTAL	208	100

The results in table n°13 show that four point thirty-three (4.33) per cent said that they like ‘wh’ question because it helps them show their knowledge; sixty point zero nine (60.09) per cent asserted that they like ‘wh’ questions because it helps them speak the language fluently; six point twenty-five (6.25) per cent confirmed that they like ‘wh’ question because it helps them show their understanding; twenty-nine point thirty-three (29.33) per cent declared that they like ‘wh’ questions because it helps them produce the language as in real life. Those are the reasons why Abomey-Calavi secondary schools students like ‘wh’ questions.

7. Problems Students Have in the Way their Teacher Asks Questions

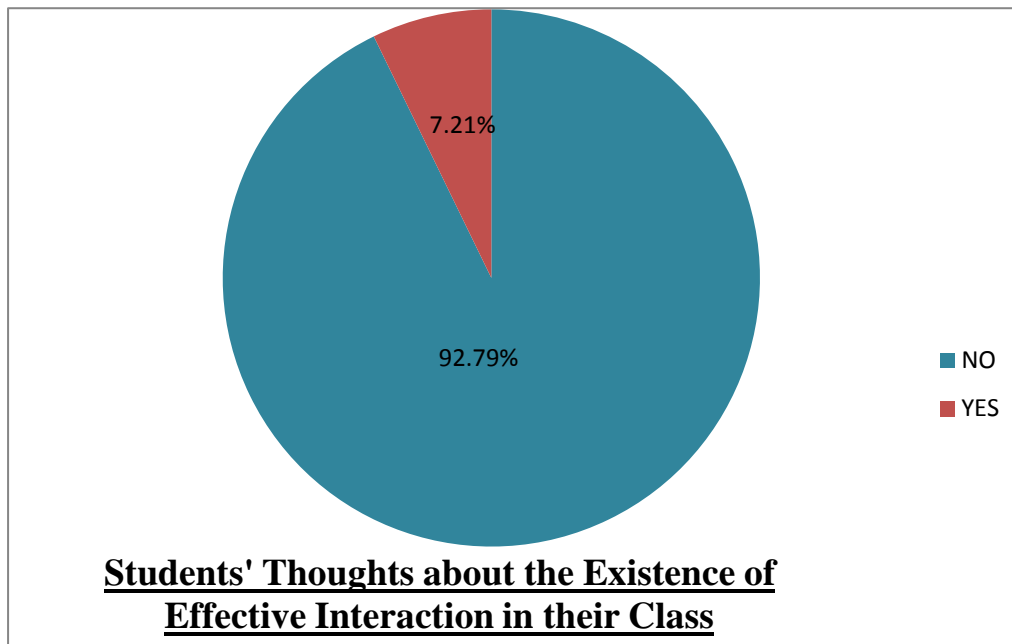
Table 14 : Problems Students Have in the way their Teacher Asks Questions

Problems Students Have in the way their Teacher Asks Questions	Frequency	Percentage
Sometimes I do not understand the questions	90	43.27
Sometimes some students are quicker than me to answer	00	00
My teacher always calls those who shout	00	00
Questions requiring long answers are difficult for me	12	05.77
I would like to answer questions, but I lack vocabularies	83	39.90
I do not answer questions because I am shy	09	04.33
I do not answer questions because I am afraid of making mistakes	14	06.73
TOTAL	208	100

The results in table n°14 point out that forty-three point twenty-seven (43.27) per cent confirmed that they do not sometimes understand teachers' questions; five point seventy-seven (5.77) per cent said that questions requiring long answers are difficult for them; thirty-nine point ninety (39.90) per cent asserted that they would like to ask questions, but they lack vocabularies; four point thirty-three (4.33) per cent declared that they do not answer questions because they are shy; six point seventy-three (6.73) per cent said that they do not answer questions because they are afraid of making mistakes. In conclusion, most of the secondary schools students in Abomey-Calavi do not understand their teachers' questions.

8. Students' Thoughts about the Existence of Effective Interaction in their Class

Figure 5: Students' Thoughts about the Existence of Effective Interaction in their Class



In figure n°5, the results show that among two hundred and eight (208) students, only seven point twenty-one (7.21) per cent asserted that there is effective interaction in their class. But the remaining ninety-two point seventy-nine (92.79) per cent declared that there is not effective interaction in their class. So, we can deduce that EFL classes in Abomey-Calavi area lack effective interaction.

9. Frequency of Teachers' Questioning Strategies in the Development of Effective Interaction

Table 15 : Frequency of Teachers' Questioning Strategies in the Development of Effective Interaction

Frequency of Teachers' Questioning Strategies in the Development of Effective Interaction	Frequency	Percentage
Very much	75	36.05
More or less	133	63.95
Not at all	0	0
TOTAL	208	100

Table n°15 shows that seventy-five (75) students that is 36.05 per cent declared that the interaction is very much effective in their classes. One hundred thirty-three (133) students that is forty 63.95 per cent asserted that the interaction is more or less effective; none of them confirmed that the interaction is not at all effective. That is how teachers' questioning strategies have been developing effective interaction in Abomey-Calavi secondary schools.

10. Suggestions to the Problems

Students were very delighted and felt free to make the following suggestions so that their teachers' questions would help them interact more in the class and speak English more fluently:

- EFL teachers should claim English clubs in secondary schools;
- teachers should use questions requiring long answers;
- translating into French the difficult words and expressions in questions;
- teachers should give us much time to think and answer questions;

- teachers should motivate us and should not shout at us when we are asked questions.

4.1.3 Class Observation

As for classroom observation, I observed four (4) classes. The aim of my observation was to see the questioning strategies used by the teachers for the teaching of EFL for interaction and how students react. In all the classes visited, students were seated in groups in face to face position to answer teachers' questions and to practice other classroom activities for interaction. Of the four (4) classes visited, only the two (2) of the second cycle were in good atmosphere and disciplined. The two (2) others were noisy and undisciplined.

Most of the students in the observed classes were not active, especially those of sixième and cinquième. They were following their teachers carefully, but the interaction was totally absent. Most of the EFL teachers were asking yes / no questions and when a student was designated to answer a question, he simply answered yes or no without caring about the understanding of the question.

In the class of première, the interaction was more or less present between the teacher and the students and between student and student. At that time, the questions the teacher was asking required long answers and students did their best to answer. But, at the same time, some students were unable to stand up and answer. Some were very shy and others lacked vocabularies.

4.2 Discussion

Using effective questioning strategies to teach EFL for interaction will make teachers more skilled. Therefore, before teachers can be skilled, many things are to be called into question. First of all, I will focus on EFL teachers' experiences. Then, I will deal with teachers' professional qualifications.

In addition, I will talk about teachers' reasons in asking questions, the types of questions they often use in class, the main questioning strategies, teachers' wait-time, students' feeling about English language, the types of questions teachers often ask students in class, problems students have in the way their teacher asks questions and finally students' thought about the existence of effective interaction in their classes.

4.2.1 Teachers' Experiences

I remarked after the analysis of the collected data that most of the teachers have no experiences, and the worst is that in the system, teachers who have started teaching recently are more than those who started years ago.

Therefore, EFL teachers should have experiences in teaching before teaching English as a foreign language because it needs experiences. In Abomey-Calavi secondary schools, the authorities of the schools do not care about experiences. They often base on relationships and family links to recruit teachers. Unlike relationships and family links, some principals and vice principals ask for bribes before recruiting teachers. This happens most of the time in public schools. May authorities change their mind by avoiding relationships, family links and bribery in recruitment. May they allow those who have experiences in EFL teaching to teach.

4.2.2 Teachers' Professional Qualification

Beyond teachers' lack of experiences, I also remarked that they are not well qualified. Of the seventy-one (71) EFL teachers, more than the half has not completed their training and education, as example, the holders of DUEL, Licence, Maîtrise and D.E.A. They should get trained in order to obtain their BAPES and CAPES degrees before being called qualified teachers. Tamakloe, E.K et al, (2005) wants to show the importance of a previous training for a teacher by asserting that "teaching is closely associated with training" (P12).

To make teaching a noble job, training must come first, because EFL teaching is very particular and respects specific rules. Training schools are available nowadays, but English teachers do not care about since seventy point forty-two (70.42) per cent considered teaching as a means to earn a reasonable living or a stepping stone to get another job or a way- out in our saturated market. This means that the majority has no vocation to teach. As conclusion, Beninese education system is in danger as far as training and the vocation are concerned.

4.2.3 Teachers' Reasons for Asking Questions

Asking questions to teach EFL for interaction is very important because teachers use them to achieve crucial goals. I remarked through the data collection that many teachers do not use questions for interaction matters.

Normally, when talking of interaction, they should consider the activities which will make students interact. For example, forty-three point sixty-six (43.66) per cent of the seventy-one (71) teachers said that they ask questions to check if students understand. That is quite good, but students cannot express easily what they do not understand if they do not have vocabularies. In the same way, twenty-one point thirteen (21.13) per cent of the teachers confirmed that they ask questions to find out what students really think or know. In addition, thirty-three point eighty (33.80) per cent declared that they ask questions to give students opportunities to reflect and give thoughtful answers. I think that communication, interaction needs more students' abilities to express their thoughts in the language. But unfortunately, only one point forty-one (1.41) per cent asks questions to find out what students can do with the language, which is very bad. So, teachers should consider communicative activities over all.

4.2.4 The Types of Questions Teachers often Use in Class

Teachers use many types of questions in class to teach EFL for interaction. But not all types of questions can make students interact. Some questions require short answers; those are yes / no questions. Other questions require long answers; those are wh / questions. There are also ‘or’ or alternative questions among the types of questions. But none of the teachers of the selected schools uses alternative questions in class. My remark is that fifty-three point fifty-two (53.52) per cent often use yes / no questions though they want students to interact. For example, during the class observation, after a reading comprehension activity about fruits and vegetables, a teacher asked a student the following question:

Teacher: Do you like orange?

Student: No, I do not.

At the same time another student answered ‘yes’ when he was asked the same question.

Actually, students do not take much time to answer such questions because it is very simple to say ‘yes’ or ‘no’. I also remarked that some teachers use wh / questions to teach English for interaction, which is normal. Wh / questions make students talk. These questions often require long answers. For example, in one of the observed classes, a teacher asked one of the students the following question after a reading comprehension on Natural Resources:

Teacher: What are the natural resources mentioned in the text?

Student: The natural resources mentioned in the text are.....

Here, the student took much time to answer and it really makes them interact.

At the same time, through the data collection, teachers gave the reasons why they use questions leading to long answers. Moreover, those who use questions leading to long answers also gave their reasons.

As far as the use of questions leading to short answers is concerned, seven point seven zero four (7.04) per cent of the English teachers declared that using questions leading to short answers is more natural; four point twenty two (4.22) per cent said that they use questions leading to short answers because they only want to check understanding; eighty-five point ninety-two (85.92) per cent confirmed that the use of questions leading to short answers is an easy way to teach; two point eighty-two (2.82) per cent asserted that they use questions leading to short answers because it is real classroom questions.

For the teachers who use questions leading to long answers, twenty-three point ninety-four (23.94) per cent argued that it is an effective way of getting students to produce language. In the same way, nineteen point seventy-two (19.72) per cent said they use questions leading to long answers because it gives students opportunities to use language as in real life; forty-two point twenty-five (42.25) per cent declared that they use question leading to long answers because it gives students opportunities to think (reflect) in English and speak; fourteen point zero nine (14.09) per cent asserted that they use questions leading to long answers to create a good atmosphere and interaction in the class.

All these reasons are very good, but questions leading to short answers cannot make students interact effectively. Only questions leading to long answers can make students interact according to the different reasons teachers gave.

4.2.5 The Main Questioning Strategies

Teaching EFL for interaction needs questioning strategies. There are four (4) main questioning strategies and my remark is that ninety-seven point

eighteen (97.18) per cent of the teachers often use one strategy more than the three others. They ask a question and let students raise their hands if they know the answer. Then, they choose one of the students to answer.

At the same time, two point eighty-two (2.82) per cent of the teachers first choose a student by pointing or calling the student's name, and then ask the student a question. To my mind these questioning strategies cannot be used to teach interaction. Teachers should normally ask question, then pause to give the whole class a chance to think of the answer. Then, they will choose one student to answer. But through the data collection, none of the teachers uses this questioning strategy. Before interaction can take place in EFL classes, teacher's wait-time is very important.

4.2.6 Teacher's Wait-time

An important dimension of teacher's questioning strategies is halting time, or wait-time, that is, the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer. That is called wait time, and it is amazing how few teachers use this important questioning strategy. In fact, when we consider the steps that are involved for an EFL speaker in answering a question, an argument can be made that he needs an even longer wait time than a native speaker.

In fact, it seems clear that if teachers asked questions, which they did not already know the answers, they would find it natural to wait for responses, and they would need time to think about the responses before reacting to them. It takes time to answer questions, a lot of studies shown in their investigations that students were rarely given sufficient time to formulate their answers before the teacher repeated, rephrased, or went on to ask another student the question. Rowe, M.B (1986). "Wait-time: showing down may be a way of speeding up.

Journal of Teacher Education" found that teachers, on average, waited less than a second before calling on a student to respond, and that only a further second was then allowed for the student to answer before the teacher intervened, either supplying the required response themselves, rephrasing the question, or calling on some other student to respond. In short, few teachers give their students enough wait-time to think about the questions or to form meaningful answers. The average wait-time, when the teacher waits at all after a question, is less than a second. There should be at least 2 to 4 seconds after any question before any student is called on to answer it. Wait-time allows the reflective student to have a chance to respond and well as the impulsive student or one who instantly knew the answer. If no one wants to tackle the question after 15 seconds, leave it unanswered. Tell the students to think about the answer and you will raise the question again at the beginning of the next class period.

4.2.7 The Students' Feelings about English Language

The remarks I made after the analysis of the collected data is that the majority of the sampled students of the first and the second cycle like English language. For example, ninety-one point thirty-five (91.35) per cent of them asserted that they like English, but the other eight point sixty-five (8.65) per cent declared that they do not like English. Students who like English gave their reasons as well as those who do not.

As for the students who like English, forty-one point eighty-three (41.83) per cent asserted that they like English because it is today a language of communication and technologies; twenty-eight point thirty seven (28.37) per cent declared that they like English because they want to speak it fluently; eighteen point seventy-five (18.75) per cent asserted that they like English because they want to study in an English speaking country; two point forty (2.40) per cent confirmed that they like English because they like the way their

teacher teaches. I can conclude that Benin secondary students have noble ambitions and want to be well educated or taught in good conditions, which will easily enable them to achieve their goals as they wish.

Concerning the students who do not like English, four point eighty-one (4.81) per cent confirmed that they do not like English because it is a very difficult language; zero point forty-eight (0.48) per cent said that they do not like English because they do not want to speak it fluently; zero point ninety-six (0.96) per cent declared that they do not like English because they do not want to study in an English speaking country; two point forty (2.40) per cent asserted that they do not like English because their teacher often speaks French to them in class instead of English.. These students could like English like their classmates, but it seems that there are not taught English language in good conditions. Then, they get demotivated and are reluctant to the English language forever. Teachers have to create good atmosphere in class so that students should feel at ease and like English more than any other subject. When a student does not like English at secondary school, he / she will surely encounter difficulties in the future when looking for a job because English language is needed everywhere.

4.2.8 The Types of Questions Teachers Often Ask Students in Class

I remarked through the data collection that teachers often ask students yes/ no questions more than the other types in class. Eighty-two point twenty-one (82.21) per cent declared that their teachers often ask yes / no questions; no student says that their teachers often ask alternative questions; seventeen point seventy-nine (17.79) per cent asserted that their teachers often ask “wh” questions.

Actually, students do not like yes / no questions because the majority likes English language and they really want to interact effectively. Therefore, they

realize that only yes / no questions cannot help them interact, that's why seventy-eight point thirty-seven (78.37) per cent of them argued that they like wh/questions most. And they tried to give the different reasons why they like it. For example, four point thirty-three (4.33) per cent said that they like "wh" questions because they help them show their knowledge; sixty point zero nine (60.09) per cent asserted that they like "wh" questions because they help them speak the language fluently; six point twenty-five (6.25) per cent confirmed that they like "wh" questions because they help them show their understanding; twenty-nine point thirty-three (29.33) per cent declared that they like "wh" questions because they help them produce the language as in real life. Teachers should know what students want.

4.2.9 Problems Students Have in the Way their Teacher Asks Questions

Many problems were found out through the data collection and I remarked that secondary schools students are suffering too much. If it continues like that there will not be interaction in the classes. For example, forty-three point twenty-seven (43.27) per cent confirmed that they do not sometimes understand teachers' questions; five point seventy-seven (5.77) per cent said that questions requiring long answers are difficult for them; thirty-nine point ninety (39.90) percent asserted that they would like to ask questions, but they lack vocabularies; four point thirty-three (4.33) per cent declared that they do not answer questions because they are shy; six point seventy-three (6.73) per cent said that they do not answer questions because they are afraid of making mistakes.

The majority of the students have problems of misunderstanding and vocabularies. Because of these problems, ninety-two point seventy-nine (92.79) per cent said openly that there is not effective interaction in their class. So, it is

high time EFL teachers thought about how to do and what is to be done so that effective interaction can be in EFL classes.

4.2.10 Other Factors Reducing and Enhancing Interaction in EFL Classes

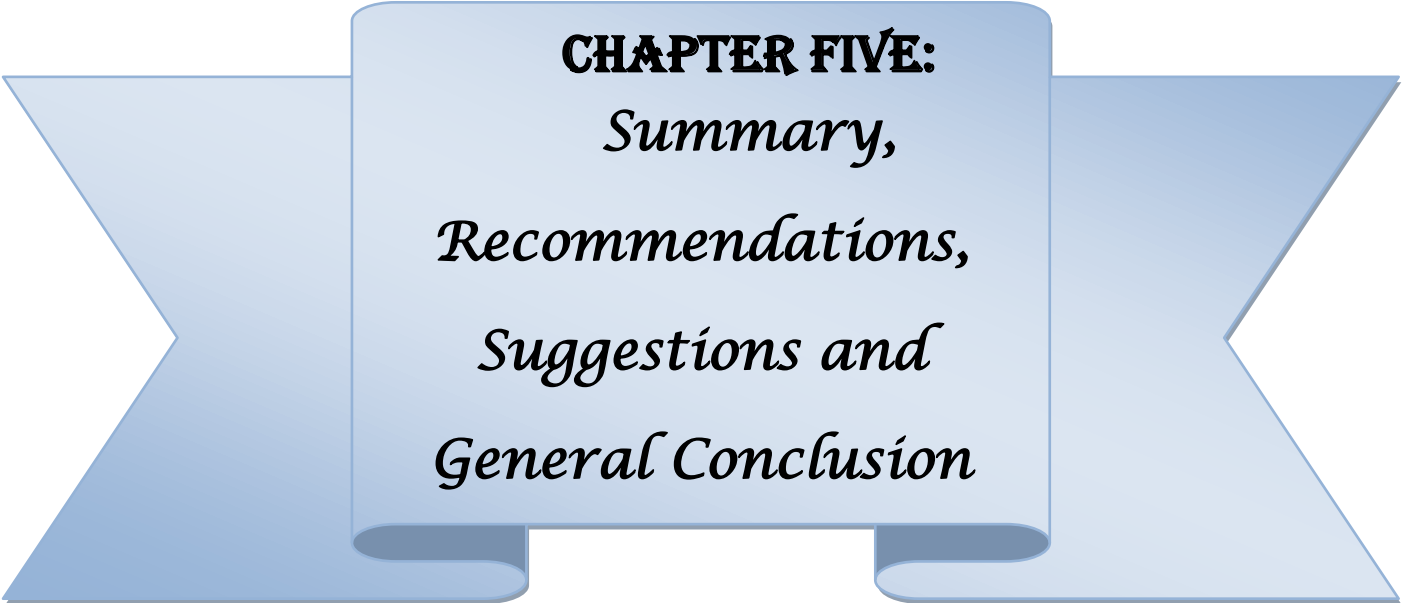
There are a number of factors which reduce and enhance the amount of interaction.

As far as factors which reduce interaction in EFL classes are concerned, repeated questions, low language proficiency, and limitation to textbook were among observed factors leading to the reduction of interaction. As a matter of fact when a certain question is asked for several times, students lose their interest in it. It becomes boring, and discourages any motivation to continue. Also when teachers ask a low-proficiency learner a talk-initiating question, and she fails to respond, communication stops and the teacher is disappointed, turning to another learner in hopes of achieving communication. Furthermore, when the class work is limited to a textbook, it is mainly observed that negotiation of meaning is reduced to zero when doing the structural-formalistic exercises of the book. However, when students go through warm-up discussions, they are more inclined to talk and initiate.

On the contrary, there are a number of factors enhancing the amount of interaction: interesting topics, teacher's attention, comprehension, information gap and humour. It was observed that student participation is high in EFL classes when the topic on the agenda interests them (example: topics such as marriage, sexuality, religion, etc.).

Moreover, teachers can increase the amount of interaction in their classes by applying two factors: humour and interest (Attention). A learner can be inclined to talk when she/he finds the teacher paying attention and interests in the topic. Also, when teacher incorporates a piece of humour into the atmosphere of the classroom, students, feeling friendly, are encouraged to participate more than when it is gloomy atmosphere with the teacher as the sole

speaker. It was interfered from the obtained data that yes / no questions, requiring short answers contained small pieces of information. Example: On part of speech, word stress, intonation, antonyms and synonyms, word pronunciation and meaning, comprehension checks, etc. Brock (1986) and Long and Sato (1983) have reported that classroom interaction was characterized by the use of questions requiring long answers. However, it seems that the use of yes / no questions (display questions) can encourage language learners, especially beginners, to get interested. It may also help teachers provide comprehensible input for learners. Wh/questions (referential questions), typical of content classrooms and high proficiency language classrooms, and usually requiring long and syntactically complex answers contain, in fact, important points, for example, interpretation, elaboration, giving opinions, etc. However, it would be dangerous to generalize that Wh/questions (referential questions) are more useful for language learning or yes / no (display) ones are useless. Each context requires an appropriate strategy for itself. Allwright and Bailey (1990) maintain that it is dangerous oversimplification to suggest that verbal interaction in the classroom is just the case of “the more, the merrier”. They add that “they may be times when teacher’s desire to get students to interact verbally can be counterproductive. Rather, it is important for teachers to adjust their teaching style to learners’ strategies.” The following and last chapter deals with the summary of the research findings, the recommendations, the suggestions and the general conclusion.



CHAPTER FIVE:
*Summary,
Recommendations,
Suggestions and
General Conclusion*

CHAPTER FIVE: Summary, Recommendations, Suggestions and General Conclusion

5.1 Summary

As it is the nature of school- based study, the study focused on what is going on in EFL classes in Abomey-Calavi area, especially on using effective questioning strategies to teach EFL for interaction. All the findings from the collected data reveal that the majority of the EFL teachers do not use effective questioning strategies in their classes. Moreover, they often use two types of questions such as yes / no questions and wh/questions. But the majority uses more yes/no questions than wh /questions. 53.52 per cent of the teachers use yes/no questions and only 35.21 per cent use wh/questions. And 82.21 per cent of the students confirmed that they teachers often use yes / no questions in classes.

Taking all these evidences into account, EFL teachers realize that using only yes / no questions does not lead to an effective interaction since they require short answers. But some of them use it because it would be more natural and an easy way to teach.

After conducting this study, teachers' opinions are that using effective questioning strategies is the source of interaction and they realize that they should review their questioning strategies and use effective ones in order to allow their learners to interact. They also realize that using effective questioning strategies , is not only for teaching EFL for interaction but it also makes them more perfect about teaching and offer a variety of benefits to students. As benefits, they will be permanently interested in the English language; they will be motivated; they will no more lack vocabularies, etc...

As evidence for that, the field results reveal that 91.35 per cent of the students argued that they like English language. In the same way, 78.37 per cent of them declared that they like wh/questions and the reasons they underlined really showed that they would interact very good if teachers improved their questioning strategies.

The effective use of questioning strategies can generate some problems. As shown by the results of data collection, most of the EFL teachers have no experiences. In addition most of them are untrained. In other words our schools lack qualified trained teachers able to use effective questioning strategies. This shows that EFL classes in our secondary schools are not well managed.

Let me mention that through observation, it was confirmed that among the types of questions, teachers use questions with short answers mainly yes or no questions more than questions with long answers (wh/questions). It was further observed that questions with long answers, bearing on information gap, produced more classroom interaction. However, it seems that the use of questions requiring short answers such as yes or no, true or false questions, etc... can encourage language learners, especially beginners, to get interested. It may also help teachers provide for learners comprehensible input.

Finally, I have underlined and explained in this research work many factors that reduce and enhance somehow the amount of interaction in EFL classes.

5.2 Recommendations

To remedy the failure of English teaching in general and teachers' questioning strategies in particular, the following recommendations should be taken into account.

5.2.1 To the Authorities

Through my research work, I noticed that many teachers do not really facilitate the comprehension of their questions to the students. But I think that they are not to be blamed. The only thing is that they lack training in that domain, which means they need to be trained in regard to how to ask questions.

Actually, the training must start at once from the first year on the campus so as to help all English readers who are somehow teachers to be, master the skills of asking questions. The Head of the English department, especially the leaders of Didactics option should allow students to get trained from the first year before being in the third year for the option.

Actually, we may need to explain some important things to our students in local languages in order to help them better understand what we want them to do. It is then a plea to the authorities of our educational system to allow teachers of English to use local languages to clarify sometimes their questions when need be. For example, I came across a teacher who during a reading comprehension activity, wants his students to understand the use of the present continuous in their answer but they (students) are unable to reply as the teacher wants them to remain in using the present continuous tense in their answer. Since students cannot understand "What is Koffi doing?" and reply "Koffi is ...". He was obliged to ask the following question: "ete wa we Koffi de" (using fongbé, a local language) and for students to reply "Koffi do..." This way of questioning them will for sure help the students find the correct answer and interact. By so doing, there will no longer be a misunderstanding between teachers and learners

as far as questioning is concerned. Another problem is also the fact that students do not sometimes deserve the class in which they are sent because their level is too low. It is quite normal that they have difficulties in classroom activities, precisely in teachers' questions. So, we would like our authorities in charge of education in Benin and mainly the principals of our public secondary schools to make students undergo a test before being accepted in the state schools. That will definitely help teachers in their classroom activities.

5.2.2 To the Teachers

Teachers should know the kind of English to use with their students. The English should not be higher than the level of their students. They (teachers) should know that the lexical, phonological and grammatical modifications in their language highly depend on the level of the learners they are teaching. Moreover, teachers should be accustomed to asking questions with gestures. It also works.

It is also noticed that some teachers get angry when no answer is given to their questions, or when an appropriate answer is not given on the spot by students when they ask questions. This may also prevent some students who know the answer from interacting because they are afraid of being blamed by their teachers and therefore laughed at by their friends. Since that is the case, we urge teachers to be more flexible and gentle while expecting answers from learners and not to shout at them. It is a kind of motivating students so as to bring them to interact. And when students find it difficult to provide an answer, it falls to teachers to bargain with learners which means that they could see that learners are on the right way to answering and help them (learners) voice it out.

5.2.3 To the Students

In regard to students, they should know that they do not need to know the meaning of all the words which form the questions asked to them before understanding. They must learn to deduct if they know two or three words, this should normally be enough to help them understand the meaning of the question and interact. They also need to read a lot in order to acquire a wide range of vocabulary which will definitely help clearly understand teachers' questions.

5.2.4 The Need for English Clubs

English clubs are rare in our secondary schools. Teachers cannot do everything in four hours every week. It is insufficient but the authorities in charge of education do not care about because Benin is not an English speaking country. To help English teachers, we would like the authorities in charge of education to create English clubs in our schools. In these clubs, students do not feel shy; they get the opportunity to talk; to discuss. In English clubs; students feel free to practice the English language. They master vocabularies and they interact very well.

5.2.5 The Need for Teachers' Recruitment and In-Service Training

Research tells us that some so called teachers are given inadequate training in developing questioning strategies and, indeed, that some receive no training at all. What happens when teachers participate in training designed to help them improve their questioning skills? Research indicates that: Training teachers in asking higher cognitive questions is positively related to the achievement of students above the primary grades.

Training teachers in increased wait-time is positively related to student achievement. Training teachers to vary their questioning strategies and to use

approaches other than questioning during classroom discussions (e.g., silence, making statements) are positively related to student achievement.

Considering the findings of this study, it is compulsory that the government, the authorities of education and other actors of education in Benin should recruit well trained English teachers, since the absence of adequate training in English involves the lack of interaction with EFL learners. We would like the authorities in charge of education to encourage lecturers of our universities to organize some teaching practical works from the first year especially for the students who want to read didactics if they will not have the opportunity to be trained in teachers' training schools. By so doing, we will save our brothers and sisters' destiny and promote excellency in our schools because untrained teachers can never promote excellency.

5.2.6 Teachers' Motivation

Teachers need to be motivated. To do such a thing, the government should recruit more trained teachers in our secondary schools to reduce the burden of the teachers. Teachers are suffering at schools and at home because they firstly struggle for the well being of their learners and mark many copies at home too. They sometimes spend wakeful nights marking copies and preparing tests and lessons for many classes.

Recruiting other teachers will allow each teacher to manage learners, teach EFL activities and give their learners much time to interact when they ask them questions. Another teachers' motivation is to review their salaries by increasing so that they can satisfy them. Such measure is a sign of encouragement for teachers to take more care of the students. In addition to recommendations, I suggest teachers of English should have some attitudes and methods to improve their way of creating interaction through their questions. I also suggest that ways and means should be found for students for a general and

satisfactory outcome in English Learning process. Students and parents also have their parts of suggestions.

5.3 Suggestions

5.3.1 Suggestions Addressed to Teachers

Being a teacher is a heavy burden, that is to say, it is not an easy task. It demands training, practice, know-how for having effective questioning strategies in order to make learners have a positive attitude towards learning. The professional teachers struggle to improve their competence by reviewing their strategies. Thereby, I suggest they should:

- have a better and clear understanding of why they are teaching and why they are asking questions and therefore how to make themselves understood to learners;
- be forthcoming when giving directions to learners on how to complete a task. Furthermore he / she should let learners know how an answer can be given to such and such a question;
- have at his / her disposal any special material needed during a lesson;
- be supportive of the learners in the form of positive feedback; let them know when they have done a good job. This encourages their performance and makes them interact;
- complete lesson plans in advance and prepare materials related to it;
- treat all learners equally; that is to say others must not be more considered than others;
- be sensitive to the need of the learners (physical, academic, psychological, and emotional needs);
- never humiliate the learners, but make them feel proud to have given an answer to a given question. Too much affection neither helps the teachers nor the learners;

- be well organized;
- let learners know that he/she is interested in them personally;
- assign home work or consolidation exercise and correct it as quickly as possible. It definitely helps parents and learners alike keep track of the learner. This accounts for encouraging their learners to learn effectively.
- contextualize their questions. That is to say they should not mix questions up; for instance, when they are dealing with a reading activity about natural disasters, their questions should be related to natural disasters. This will help students to have their mind on what is being said and interact accordingly. In addition to what is said on, other behaviours are required from teachers toward their students to be flexible in their teaching so that students may feel at ease to learn effectively. For this reason, it is advisable to permit:

➤ Creating of a positive classroom climate

An important way of facilitating students' learning is the matter of atmosphere. Although the classroom atmosphere seems to be a useless factor, it highly contributes to learners' acquisition of knowledge. Even if a class is a less experienced one, it may succeed more when the teacher provides his/her students with a fertile environment for a better learning and his/her class is interested in it. This will definitely increase their (students') motivation. Teachers should try all their best to make their students feel at ease and bring them getting rid of fear, shyness they experienced during classroom activities. This can only work through a positive classroom atmosphere because it is the first step for learning. The experts say that students learn and achieve more in classroom where the climate is positive and supportive. It is then essential for teachers to establish a warm, supportive, accepting and overall, a non-threaten climate in their classroom. By so doing, students will feel themselves at home.

Before this can be successful, teachers need to be patient and accept each student as he/she is; indeed, it requires considerable efforts. One way to develop that kind of classroom climate is getting to know your students as individuals and letting your students get to know you:

- set up a suggestion box. Ask learners to use it to share ideas about making your class a better place where they can learn English activities.
- take part in school and community events such as picnics and festivals. You will have opportunity to know one another, that is to say your students will know you, and you too, will know them.

➤ Patience

Learning process has always been considered as lengthy and difficult. In such circumstances, students need to be held as carefully as possible, to be guided step by step in the learning process. Thereby, the teacher who is expecting his/her students to learn effectively needs to understand and accept each student as he/she is. He/she, I mean the teacher, should keep in mind that each student is individual and different from another and their degree of assimilation is not the same. While some react quickly, others are less proficient. Furthermore, for those who find the task more difficult, we should help them by ensuring them that learning is a wonderful thing.

➤ Self-monitoring

Richards (1990) defines self-monitoring or self-observation as referring to a systematic approach to the observation, evaluation and management of one's own behaviours for the purposes of achieving a better understanding. It is an approach to teacher's evaluation that complements other forms of assessment. There are several good reasons for using self-observation technique by teachers. First, teachers need feedback on what they do and how well they do it, to

improve their performance over time, self monitoring can be a means of obtaining such feedback and is hence a key in gradient in a teacher's development. Second, it provides an opportunity to teachers to reflect critically upon their teaching. Third, it can help narrow the gap between teachers' imagined view of their own teaching and reality. And fourth, it shifts the responsibility for improvement in teaching practices from an outsider, that is to say, a supervisor to teachers themselves.

Therefore, three possible ways are proposed by Richards in 1990 to conduct such a task. The first way is personal reflection through the use of diary or journal in which the teacher makes an honest and open report of his/her own teaching. The second way concerns self-reporting using an inventory or a checklist. Here, the teacher gathers data on his own teaching practices by completing the checklist or inventory. The third way is audio- or video-recording of lessons. This latter type seems to be more reliable an approach. Issues such as classroom management, teacher-student interaction, groupings, structuring and so many other aspects of classroom teaching can be explored and reflected upon using self-monitoring technique.

➤ Students' active participation in the lessons

In most of the classrooms in our secondary schools, students have few opportunities to ask or answer questions because of the overcrowded size of the classroom. Indeed, teachers generally ask questions but they are limited to only a few students who often react better or lie within teachers' action zone or who like the best or more the language, etc.....

Therefore, a secondary school teacher needs to provide opportunities to each learner to excel in class. He/she should not choose or pick out the same students all the time for replying or answering and asking questions. The teacher should back each student and help each of them try like the other brilliant learners. By

so doing, the teacher can easily create an interactive and communicative classroom.

5.3.2 Suggestions Addressed to Students

Students should feel at ease in drawing teachers' attention whenever questions put to them are not clear to their mind, that is to say they should feel free to ask their teacher for more explanation in order to know how they are going to answer; for it is in so doing that they will help their teacher be clear enough in questioning them, and let's not forget the fact that the final aim in good questioning result into helping learners to communicate. This will help the teacher to know whether his/her learners always understand his/her questions or not. If not, he/she will change his/her questioning strategies by using those students like or those which allow them to interact. So, keeping silence and accepting teachers questions even if they (questions) are not understood, will easily lead students to commit mistakes in answering teacher's questions.

To succeed in understanding teacher's questions, students should have a barn of vocabularies through their daily and personal reading and research. It means that learners should learn regularly difficult new words and expressions they will come across and master them if need be. Even if learners fail in having a barn of vocabularies as I have just mentioned, they should not lose heart and stop thinking when they are dealing with questions activities or when their teachers ask them questions for checking comprehension after a reading comprehension activity, and they do not know all the words in the questions. Actually, two or three words are enough to guess or understand a question. What they have to do is to try and be in the context of the text or topic of which questions are based on and make use of their two or three words they know. By so doing, they will be able to guess easily their teacher's questions whenever he/she asks them questions or understand quickly questions whenever they face

reading comprehension activities. Some students are very good at vocabularies; but they fail in answering teacher's questions as they should when questions are asked orally and are not written or when learners are dealing with teacher-student dialogues, just because they are restless. So, students should not be restless in answering teacher's questions. They need to cool down, take they time in order to give a right answer.

5.3.3 Suggestions Addressed to Learners' Parents

Nowadays, many parents are responsible for the problems children have in the learning of the English language. Even if some parents play some roles to help the education field by purchasing English textbooks to their children, I notice that these roles are insufficient. Instead of counting only on the teachers inputs, parents also should help teachers by urging their children to read English books, listen to English dialogues, watch English films as leisure when they are at home. This will help students discover many expressions and words and react suitably during classrooms activities. It will also facilitate teacher-student and student-student interaction and allow the students to have a better understanding about teacher's questions. May parents be aware of their roles in the education of their children in order to reduce, why not eradicate students' difficulties for the success of the education.



General Conclusion

GENERAL CONCLUSION

The development of this study has shown that the use of effective questioning strategies in EFL classes in our secondary schools can greatly help not only teachers to teach English for interaction but it will also help students to interact in class and speak English as in real life.

Improving questioning strategies by using the effective ones will heal many of the sicknesses Beninese education is suffering from.

To achieve my goal, I first of all expand my knowledge about the topic which title is ‘*Using effective questioning strategies to teach EFL for interaction in Benin secondary schools: a school-based study in Abomey-Calavi area.*’ And then, I went through some scholars’ works in order to get more information about how EFL teachers can succeed in teaching EFL for interaction by using effective questioning strategies. In the second step of my work, I designed some questionnaires to both teachers and students in sampled secondary schools in Abomey-Calavi area. The schools I sampled were seven: four public schools and three private schools. This is just to have their opinions about the types of questions, the questioning strategies they use in class situation, to what purpose and so on.

Thanks to the answers provided by both respondent EFL teachers and EFL students I found out that secondary schools students in Benin especially in Abomey-Calavi area are being taught in bad conditions as far as questioning strategies are concerned. In other words, Beninese EFL classes lack effective interaction. In addition, the classroom observation, the discussions with some groups of colleagues in workshops also helped me a lot to achieve my goal.

Moreover this study has definitely helped me discover and know more about the strategies and the types of questions teachers often use in class situations whether students are motivated through teachers’ questions. It also helped me to know more about teacher-student’s interaction and student-

student's interaction. I noticed that the strategies of questions teachers use to teach students are far from making them interact effectively.

Through the collection of data, I found that teachers have some problems when trying to use effective questions in class. These problems are: misunderstanding within the students, lack of some appropriate tools, problem of management of time in class situation (teachers do not have sufficient or enough time to go through all that they plan for their daily lessons), students have problems of vocabularies, students sometimes waste their teacher's time because of misunderstanding of the English language, students do not react in class as teachers want. In the same way, students also have problems such as: lacking vocabularies to understand teachers' questions, feeling shy and being afraid to answer teachers' questions.

Then, I could see that generally, teachers of English of our secondary schools need in service training, why not especially in the domain of questioning strategies if possible in order to expand their professional growth when they are before their learners in EFL classes. It is quite sure that without an effective involvement of Benin government and the authorities in charge of education issues, this goal cannot be achieved.

To make this successful, I have addressed some recommendations to the authorities, to the teachers, and to the students. I have also made some suggestions to teachers of our secondary schools so that they can deal with the appropriate questioning strategies. Some suggestions have also been addressed to students and students' parents, and I do believe that if all these recommendations and suggestions are effectively taken into account, Benin learners will become good at English in classroom works as well as in their daily communication.

I hope this study will contribute to its extent to improve the quality of EFL teaching in general and particularly teachers' questioning strategies in Benin secondary schools.



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Appendices

Appendix N°1

Questionnaire to Teachers

Dear teachers,

I am carrying out a research work on “Using effective questioning strategies to teach EFL for interaction in Benin secondary schools.” I do need your contribution for this purpose through the answers you are expected to give to the following questions. Please, tick only one box which reflects most your personal response.

1- For how long have you been teaching English?

.....years.

2- What are your professional and academic qualifications?

a) DUEL c) Maîtrise e) BAPES

b) Licence d) DEA f) CAPES

3- What sort of teacher are you?

a) Trained? b) Untrained? c) Being trained?

4- What does teaching mean for you?

a) A means to earn a reasonable living

b) A stepping stone to get another job

c) A way-out in our saturated market

d) A real passion to nurture whatever the sacrifice may be

5- Why do you ask questions to your students?

a) To check if students understand

b) To give students practice

c) To find out what students really think or know

d) To find out what students can do with the language

e) To give students opportunities to reflect and give thoughtful answers

- 6- What types of questions do you often use in your classes?
- a) Yes/No questions
 - b) "Or" or alternative questions
 - c) "Wh" questions or information questions
 - d) All of these
- 7- Which of them do you often use?
- a)
 - b)
 - c)
 - d)
- 8- Questions can lead to short answers or can elicit long answers. Why do you use questions with short answers?
- a) It is more natural
 - b) I only want to check understanding
 - c) It is easy to teach that way
 - d) It is real classroom questions
- 9- Why do you ask questions that elicit long answers?
- a) It is an effective way of getting students to produce language
 - b) they give students opportunities to use language as in real-life situations
 - c) they give students opportunities to think (reflect) in English and speak
 - d) To create a good atmosphere and interaction in the class
- 10- There are four main questioning strategies.
- A- The teacher asks questions and simply lets students call out answers at the same time.
 - B- The teacher asks a question, and then pauses to give the whole class a chance to think of the answer. Then the teacher chooses one student to answer.
 - C- The teacher first chooses a student, by pointing or calling the student's name, and then asks the student a question.
 - D- The teacher asks a question and lets students raise their hand if they know the answer. The teacher chooses one of the students to answer.
- Which of these questioning strategies do you use most?

A B C D

11- Which of these strategies:

a) Help the teacher to control the class A B C D

b) Help to keep the attention of the whole class A B C D

c) Give good students a chance to show their knowledge A B
C D

d) Give weak or shy students a chance to answer A B C
D

e) Give lazy students a chance not to answer A B C
D

12- Why is the use of effective questioning strategies important in the interactive teaching of EFL in classrooms in Benin?

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13- Feel free to mention any problems you have to use effective questioning strategies in your class and make useful suggestions about the topic.

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Thank you for your collaboration!

Appendix N°2

Questionnaire to Learners

Dear learners,

I am carrying out a research work on “Using effective questioning strategies to teach EFL for interaction in Benin secondary schools.” I need your collaboration for this purpose through the answers you are expected to give to the questions below. Please, tick only one box which reflects most your personal answer.

1- For how long have you been learning English?

.....years.

2- Do you like English? a) Yes b) No

3- If yes, why?

a) English is today the language of communication and technologies

b) I want to speak it fluently

c) I want to study in an English speaking country

d) I like the way my teacher teaches

4- What type of questions does your teacher often ask you?

a) Yes/No questions

b) “Or” or alternative questions

c) “Wh” questions

5- Which of them do you like most?

a) b) c)

6- Why?

a) They help me show my knowledge

b) They help me speak the language fluently

c) They help me show my understanding

d) They help me produce the language as in real life

e) Other? Specify.....
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7- What problems do you have in the way your teacher asks questions?

- a) Sometimes I do not understand the questions
- b) Sometimes some students are quicker than me to answer
- c) My teacher always calls those who shout
- d) Questions requiring long answers are difficult for me
- e) I would like to answer questions, but I lack vocabularies
- f) I do not answer questions because I am shy
- g) I do not answer questions because I am afraid of making mistakes
- h) Any other? Specify.....
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8- Do you think that there is effective interaction in your class?

- a) Yes
- b) No

9- If yes, how far have your teacher's questioning strategies been developing it?

- a) Very much
- b) More or less
- c) Not at all

10- What would you suggest so that your teacher's questions would help you interact more in the class and speak English more fluently?

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Thank you for your collaboration!

Appendix N°3

Questionnaire aux Apprenants

Chers apprenants,

J'entreprends une recherche sur "l'utilisation effective des stratégies interrogatoires pour l'enseignement de l'Anglais comme une langue étrangère pour l'interaction dans les écoles du secondaire au Bénin." J'ai besoin de votre collaboration pour ce but à travers les réponses que vous allez donner aux questions ci-après. S'il vous plait, cochez seulement une seule case qui reflète plus votre réponse personnelle.

1- Quand as-tu commencé à apprendre l'Anglais?

.....an (s).

2- Aimes-tu l' Anglais? a) Oui b) Non

3- Si oui, pourquoi?

a) l'Anglais est aujourd'hui une langue de communication et de technologies

b) Je veux parler ça couramment

c) Je veux étudier dans un pays Anglophone

d) J'aime la manière dont mon professeur enseigne

4- Quels types de questions votre professeur vous pose souvent?

a) Les questions ayant pour réponses Oui ou Non

b) Les questions alternatives

c) Les questions commençant par wh

5- Laquelle des questions aimes-tu le plus?

b) a) b) c)

6- Pourquoi?

a) Elles m'aident à montrer mon savoir

b) Elles m'aident à parler la langue couramment

c) Elles m'aident à montrer ma connaissance

d) Elles m'aident à parler la langue comme dans la vie réelle

e) Autres? Spécifier.....

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7- Quels problèmes as-tu de la manière dont ton professeur pose les questions?

a) Parfois je ne comprends pas les questions

b) Parfois d'autres élèves sont plus rapides que moi à répondre

c) Mon professeur appelle souvent ceux qui crient

d) Les questions ayant de longues réponses sont difficiles pour moi

e) J'aimerais répondre aux questions mais je manque de vocabulaires

f) Je ne réponds pas parce que je suis timide

g) Je ne réponds pas parce que j'ai peur de faire des fautes

h) Autres? Spécifier.....

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8- Penses-tu qu'il y a une interaction (communication réciproque) effective dans ta classe?

a) Oui b) Non

9- Si oui, comment les stratégies interrogatoires de ton professeur la développe?

a) Très bien b) Plus ou moins c) Pas du tout

10- Que suggèreras-tu pour que les questions de ton professeur puissent t'aider à interagir (communiquer réciproquement) plus dans la classe et à parler l'Anglais plus couramment?

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Merci pour votre collaboration!