

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Manichander Thammishetty

Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad

International Advisory Board

Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Bakfir English Language and Literature Department, Kayseri
Janaki Sinnasamy Librarian, University of Malaya	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, IasiMore

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India Ex - VC. Solapur University, Solapur	Iresh Swami S. D. M. Degree College, Honavar, Karnataka	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikal Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	



IMPROVING THE QUESTIONING BEHAVIOUR OF THE ESL TEACHER USING INTERACTION ANALYSIS



K.B.Pameshwara¹ and Fayyaz Ahmed.H.Ilkal²

¹Visiting Faculty, Bangalore, Karnataka.

²Assistant Professor, Department of English, Rani Channamma University,
PG Centre, Vijayapura , Karnataka.

ABSTRACT :

Interaction Analysis category systems have been helpful to the ESL Classroom teacher in many ways. In this study, the ESL classes were observed with Nunan's Modified FIACS and the focus here is on the questions asked in the classroom during interaction. When more time is spent on asking questions by the teacher, compared to the statements he/she makes, there is better attention of the students in the classroom. Similarly when more referential questions than display questions, are asked, it has been found that better learning takes places. This is due to the fact that referential questions touch upon the

ffective aspect of the learners in the classroom.

KEY WORDS: ESL classes , learners , Questioning Behaviour, Interaction Analysis.

INTRODUCTION :

1. Background of the Study

1.i. Teacher Domination Vs Learner Focus

Classrooms are nowadays dominated by the teachers unaware of its ineffectiveness. The teachers at all levels have to realize that they need to give focus on learning by students rather than their teaching. In fact they need to plan their lessons and teaching methodology in such a way that effective learning takes place. At the tertiary level in India, the only method mostly used is lecturing in which teacher talk is far more and learner talk is the least. This research will serve as an eye-opener to the teacher as to how to ask for the opinion of the students on an event or fact, so that students talk more and freely express their thoughts and emotions.



1.ii. Influence of the Affect in Second Language Context

Educationists stress the need to unite the cognitive and the affective domains in order to educate the whole person. In the late 1970s and later foreign and second language teacher trainers and writers expressed similar concerns. Stevick, Rinvolutri, Moskowitz and Galyean, among other representatives of Humanistic Language Teaching, were searching for ways to enrich language learning by incorporating aspects of the affective dimension of the learner.

1.iii. Interaction, Classroom Observation and Teaching

Interaction is a factor that controls the working of all classroom techniques through which the teacher organises his teaching. Every approach to classroom teaching in some way or other involves classroom interaction which is considered as a principal medium for the realization of learning. Interaction can be unidirectional or bi-directional (mutual); it can be with two or more individuals, as in the latter case, both providing the stimulus and actively responding to the stimuli. Thomas, Malamah .A. defines classroom observation as 'watching what goes on in the classroom for various purposes. eg. research, teacher training, maintenance of teaching standard and so on'. (p :145). Barlett, Leo (1990) defines Teaching as 'essentially an interactive process among a group of people learning in a social setting usually described as classroom' (P: 230, 204). figure.4.

1. iv. Importance of Questioning

It is to be noted here that interaction in the classroom involves a lot of questions. Methodologists are of the opinion that simply by asking questions in the classroom, a teacher can teach a lesson effectively, which is known as Socratic Method. Tickoo, M.L. (2003) says, 'Questions are a basic instructional tool in the hands of every teacher It is to be noted here that interaction in the classroom involves a lot of questions.. Teachers use them to provide opportunities for learner-teacher and learner-learner interaction.'(p:403)

2. Definition of Concepts

2.i. Teacher behaviour is that observable behaviour of the teacher which includes particularly verbal patterns which are reflected in the interaction between the teacher and the learner inside the classroom. The chain of all acts which the teacher performs in the classroom constitutes the teacher's classroom behaviour. Categories of behaviour refer to the observable behaviours or the reciprocal contacts between the teacher and the learners and the events that follow as a result of these behaviours.

2.ii. Warmth of understanding (W.U.) refers to the warm feelings between the teacher and the learners and among the learners themselves created and sustained throughout the period of the lesson in the classroom.

2.iii. Display Question vs Referential Question

A Display question is one for which teacher knows the answer because it is based on the content of the lesson. A Referential question is one for which the learner may give his/her own answer and so the teacher does not know the answer.

3. Objectives of the Study, Sample and Tool

3.i. Objectives: The objectives of the study are

a. to study the effect of using more number of questions compared to statements on warmth of understanding,

- b. to study the impact of the use of the two types of questions, namely, Display Questions and Referential Questions on the learners and
- c. to suggest ways and means of improving the questioning behaviour of the ESL teachers.

3.ii. Sample: The main concern of this study being classroom, the ‘class’ is the sampling unit. A class consists of a teacher and learners as subjects of study. The sample, drawn here consists of 15 classes in English teaching institutes located in and around Coimbatore. Among the 15 classes, 6 were taught by men teachers and 9 by women, all graduates and post graduates in English, belonging to the age group between 25 and 45. The adult learners in each class belong to both genders, though the female learners exceed the male in number in all classes and the ages of these learners range from 15 to 40.

3.iii. Tool: Nunan’s (1989) Modified Flander's Interaction Analysis Category System which contains 13 categories of verbal behaviours of both the teacher and the students while learning English as second language in the classroom

4. COLLECTION OF DATA

4.i. Actual Observation: The investigator would sit in such a place that the teacher, the blackboard and most of the learners were reasonably visible and the teacher and the learners audible to the investigator. In the coding sheet of the investor, he would start with ‘s’ (silence) by letters after every 3 seconds. For counting 3 seconds, 3 dots would be put in between two consecutive events. When the teacher gives instruction it is coded as ‘i’, when a learner talks to another learner the coding is ‘ll’ and so on. The coding would run as given below :

s...s...i...i...i...i...i...r...r...a...a...a...lq...lq...ll...v...v...v...t...t...d...d...d
 la...la...la...la...tp...tp...t...t...v...v...li...li...p...p...f...f...f...f...r...r...r...r...s...s...s...d...d...la...la...
 .la...la... (Refer to the Appendix)

4.ii. Observation Categories and Variables: The observation categories, for the purpose of this study, could be classified as belonging mainly to the following two variables, those in each group could be added and the measure of each variable in a numerical form obtained.

Q/S–Questions/Statements Ratio, WU--Warmth of Understanding.

5. Analysis of Data

5.i. Three types of classes

Table. 1 : Factors in Three types of Classroom

Class Type	Mean of Variables (CO)	
	Q/S	WU
High L/T	39.2	7.8
Medium L/T	57.2	12.4
Low L/T	14.8	8.0
Whole Group	42.1	9.4

CO- Classroom Observation, L-Learner talk, T-Teacher talk
 Q- Questions, S-Statements, WU- Warmth of Understanding

From this table it could be found that the mean of each variable of High and Low L/T classrooms is less than the respective means of the whole group. It could also be seen that in respect of Q/S ratio, the difference of the Low L/T classrooms from the mean of the whole group ($42.1 - 14.8 = 27.3$), is far greater than that of the high L/T classrooms ($42.1 - 39.2 = 2.9$).

5.ii. Questioning Behaviour of Teachers
5.iii. Difference – Display and Referential Questions

The number of tables made in the coding sheet for display and referential questions are numerically counted for women and men teachers separately and the mean for each found and entered in Table below.

Table. 2 : Gender wise analysis of Two of Types Questions

Questions	Women		Men	
	Total	Mean	Total	Mean
d (display)	278	30.89	261	43.5
r (referential)	423	47.00	215	35.83

5.iv. Difference – Display and Referential Questions – Discussion

The table above shows that women teachers use more referential questions (mean = 47.00) than men (mean = 35.83) whereas men teachers use more display questions (mean = 43.5) than women (mean = 30.89). The difference between the use of referential questions and display questions by women is $47.00 - 30.89 = 16.11$. This means that women teachers tend to use more numbers of referential questions than display questions. But men show only half the difference in using more

6. Pedagogic Implications:

6.i. Practice in Affective Behaviours: Practice can be provided to the trainees, both pre-service and in-service, through microteaching sessions for appropriately using the affective behaviours such as praising the learners and using learner’s ideas for further progress of the lesson.

Practice sessions may be planned and provided to the teacher trainees in their questioning behaviour that contribute to W.U. They may be given training in planning the lessons incorporating particularly the display and referential types of questions. Special attention has to be paid in training them for strategically using referential questions.

7. Conclusion

This research has given new insights regarding the use of questions in an interactive situation in an ESL classroom. The teacher researcher is all the more benefitted while undergoing the actual experience of simultaneously teaching and researching.

BIBLIOGRAPHY

- 1.Barlett, Leo. (1990). Teacher Development through Reflective Teaching in Richards, J.C. and Nunan, D. (eds). Second Language Teacher Education. Cambridge : Cambridge University Press.
- 2.Galyean, B. (1979). A confluent approach to curriculum design. Foreign Lnguage Annals, 12, 4, 121-128.
- 3.Moskowitz, Gertrude. (1978). Caring and Sharing in the Foreign Language Class. Massachusetts: Newburry House Publishers.
- 4.Nunan, D. (1989). 'The Teacher as Reasearcher' in Christopher Brumfit Rosamond Mitchell 1980 (eds) Research in the Language Classroom. (ELT documents : 133) Modern English Publications.
- 5.Rinvolucri, M. and P. Davis. (1995) More Grammar Games: Cognitive, Affective and Movement Activities for ESL Students. Cambridge: Cambridge University Press.
- 6.Stevick Earl W. (1995), 'Affect in Learning and Memory: from Alchemy to Chemistry'. in Arnold's Affect in Language Learning.
- 7.Tickoo M. L. (2003) Teaching and Learning English, New Delhi: Orient Longman.

Appendix:

David Nunan`s Interaction Analysis Categories (adapted from Flanders)

	Tallies	Total
1. d. Teacher asks a display question (i.e. a question to which she knows the answer)		
2. r. Teacher asks a referential question(i.e. a question to which she does not know the answer).		
3. g. Teacher explains a grammatical point.		
4. v. Teacher explains meaning of a vocabulary item		
5. f. Teacher explains functional point.		
6. t. Teacher explains point relating to the content (theme / topic) of the lesson.		
7. i. Teacher gives instructions / directions.		
8. p. Teacher praises.		
9. c. Teacher criticises.		
10. lq. Learner asks a question.		
11. la. Learner answers the question.		
12. ll. Learner talks to another learner		
13. s. Period of silence or confusion		

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org