T.C.

BURSA ULUDAG UNIVERSITY INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION ENGLISH LANGUAGE TEACHING PROGRAMME

TYPES AND FUNCTIONS OF TEACHER QUESTIONS IN ONLINE AND FACE- TO -FACE EFL CLASSROOMS: A COMPARATIVE STUDY

MASTER'S THESIS

Işılay TOPLU KIZILTUĞ

0000-0002-1321-6391

BURSA-2024

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Thesis Advisor

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

BURSA-2024

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Bu çalışmada tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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Tezi Hazırlayan	**Danışman**
Işılay TOPLU KIZILTUĞ	Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Yabancı Diller Eğitimi ABD Başkanı

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

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Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 53 sayfalık kısmına ilişkin, 11/01/2024 tarihinde şahsım tarafından *Turnitin* adlı intihal (benzerlik) tespit programından (Turnitin)* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 18dir.

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Statüsü	Y.Lisans Doktora

Danışman

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

18.01.2024

T.C.

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Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 801993020 numaralı Işılay Toplu Kızıltuğ'un hazırladığı "Types and Functions of Teacher Questions in Online and Face-to-face EFL Classrooms: A Comparative Study" başlıklı Yüksek Lisans Tezi ile ilgili tez savunma sınavı, 13 Şubat Salı günü 14.00-15.00 saatlerini arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının başarılı olduğuna oybirliği ile karar verilmiştir.

Tez Danışmanı ve Sınav Komisyonu Başkanı
Prof. Dr. Ayşegül Amanda YEŞILBURSA
Bursa Uludağ Üniversitesi
Orcid ID: 0000-0002-4884-7388
Research ID: AAD-8224-2019
Scopus ID: 48663301600

Üye
Doç. Dr. Anıl Rakıcıoğlu SÖYLEMEZ
Bolu Abant İzzet Baysal Üniversitesi
Orcid ID: 0000-0003-3675-7972
Research ID: AAB-1681-2021
Scopus ID: 56381538600

Üye
Dr. Öğr. Üyesi Ebru ATAK DAMAR
Bursa Uludağ Üniversitesi
Orcid ID: 0000-0003-3675-7972
Research ID: AAH-4435-2021
Scopus ID: 57205710150

ABSTRACT

Name and Surname	Işılay TOPLU KIZILTUĞ
University	Bursa Uludağ University
Institution	Institute of Educational Sciences
Field	Foreign Language Education
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Supervisor	Prof. Dr. Ayşegül Amanda YEŞILBURSA

TYPES AND FUNCTIONS OF TEACHER QUESTIONS IN ONLINE AND FACE-TO-FACE EFL CLASSROOMS: A COMPARATIVE STUDY

This research explored the functional categorization of English as a Foreign Language (EFL) teachers' questioning strategies in both face-to-face and synchronous and asynchronous online EFL classrooms. A qualitative case study approach was employed to conduct this investigation, utilizing classroom observations based on video recordings as the primary method for data collection. Four EFL teachers working at state and private schools in Türkiye were observed and interviewed. Additionally, six teachers were monitored via the EBA website. This data was gathered in 2021, immediately following the Covid-19 pandemic. The analysis of teacher questions was conducted using Kearsley's taxonomy during the data analysis phase. Additionally, insights into teachers' perspectives on their questioning practices were gathered through interviews with four of the participating teachers. The study's findings revealed that teachers consistently employed referential questions to extract information from students, regardless of whether the class was conducted face-to-face or online. Notably, verbosity and social control questions were more prevalent in synchronous online classes, indicating challenges in classroom management and interaction within the online environment. Furthermore, the absence of expressive questions in online classrooms suggested a lack of interactive elements. In asynchronous classrooms, questions were found to serve the purpose of enhancing video continuity rather than aligning with their intended function.

Keywords: *asynchronous education, EFL teachers, face-to-face classrooms, online classrooms, synchronous education, teacher questioning.*

ÖZET

Yazar Adı ve Soyadı	Işılay Toplu Kızıltuğ
Üniversite	Bursa Uludağ Üniversitesi
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ÇEVRİMİÇİ VE YÜZ YÜZE İNGİLİZCE ÖĞRETİM SINIFLARINDA ÖĞRETMEN SORULARININ TÜRLERİ VE İŞLEVLERİ: BİR KARŞILAŞTIRMALI ARAŞTIRMA

Bu araştırma, İngilizce'yi Yabancı Dil olarak öğreten geleneksel yüz yüze ve eşzamanlı/asenkron çevrimiçi İngilizce öğretimi sınıflarında öğretmenlerin soru sorma stratejilerinin işlevsel sınıflandırmasını araştırmayı hedefledi. Araştırmayı gerçekleştirmek için nitel bir durum çalışması yaklaşımı benimsendi ve veri toplama için temel yöntem olarak video kayıtlarına dayalı sınıf gözlemleri kullanıldı. Türkiye'deki devlet ve özel okullarında çalışan dört İngilizce öğretmeni gözlemlendi ve görüşmeye katıldı. Ayrıca, EBA web sitesi üzerinden altı farklı İngilizce öğretmeninin dersleri izlendi. Bu veriler, Covid-19 pandemisinin hemen ardından 2021 yılında toplandı. Öğretmen sorularının analizi, veri analizi aşamasında Kearsley'in taksonomisi kullanılarak gerçekleştirildi. Ayrıca, katılan dört öğretmenle yapılan görüşmeler aracılığıyla öğretmenlerin soru sorma uygulamalarına dair perspektifler edinildi. Araştırmanın bulguları, sınıfın yüz yüze mi yoksa çevrimiçi mi gerçekleştirildiğine bakılmaksızın öğretmenlerin bilgi edinmek için sürekli olarak referans soruları kullandığını ortaya koydu. Özellikle, eşzamanlı çevrimiçi sınıflarda öğretmenlerin öğrencilerin ilgisini çekmek ve davranışlarını yönetmek için yönelttiği soruların daha yaygın olduğu saptandı. Bu soruların yaygın kullanımı çevrimiçi ortamda sınıf yönetimi ve etkileşimdeki zorluklara işaret eden bir durumu ortaya koydu. Ayrıca, çevrimdışı sınıflarda duygu ifade eden soruların yokluğu, etkileşimli unsurların eksikliğine işaret etti. Asenkron sınıflarda, soruların amacının, beklendiği işlevle uyum sağlamak yerine video sürekliliğini artırmak olduğu bulundu.

Anahtar Kelimeler*: asenkron eğitim, çevrimiçi sınıflar, eşzamanlı eğitim, İngilizce sınıfları, soru işlevleri, yüz yüze sınıflar.*

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LIST of ABBREVIATIONS

CCS : Comparative case study

CIC : Classroom Interactional Competence

EFL : English as a Foreign Language

OI : Online Instruction

SLA : Second Language Acquisition

TTT : Teacher Talking Time

CHAPTER 1
INTRODUCTION

1.1. Presentation

This chapter serves to provide an overview of the study, encompassing the background, statement of the problem and the purpose. It demonstrates the context and history of the research area, identifies the specific gap in knowledge the study aims to address and outlines the overall goals and intentions of the investigation. Furthermore, the research questions and the significance of the research are presented. Potential contributions and implications for the field are also highlighted.

1.2. Background of the Study

In EFL instruction, the role of teachers and their classroom practices hold a significant position in shaping students' language development. Being a key determinant in students' language development, teacher talk is emphasized by various researchers. According to Stern (1983, p. 400), in the context of students learning a foreign language, "teacher talk is the chief and the only source." The role of teacher talk is very important as it not only fosters but also initiates meaningful interaction in language classrooms. Language teachers mainly strive to establish an interactional learning environment and to provide students with comprehensible input. Richards and Lockhart (1996) highlight the efficacy of teacher talk plays a pivotal role in determining learners' input and output.

Being one of the most recurrent functions of teacher talk, the act of asking questions assumes a central and crucial role within language classrooms. Farrell (2009) highlights that questioning represents one of the most prevalent methods that teachers employ to communicate with their students. Chaudron's (1998) research uncovered that approximately 70% of the overall time in classrooms is dedicated to asking questions. Similarly, Brualdi (1998) found out that around eighty percent of a teacher's talk was spent on asking questions.

Based on the findings of the researchers (Brualdi, 1998; Chaudron, 1998; Farrell, 2009), it is apparent that asking questions occupies a significant portion of classroom time, which shows the critical role of using questions in language classrooms.

Researchers (Kauchak & Eggen, 1988; Lockhart, 1996; Yang, 2006) emphasize the importance of questioning as it serves various functions. In other words, teachers utilize questions for a variety of purposes in a classroom setting. Some of these purposes include assessing students' understanding, promoting critical thinking, and fostering active participation, for example. These researchers have studied why teachers apply questioning in

classroom settings. To illustrate, Chaudron (1988) states that teachers employ various types of questions to direct learners' focus, enhance students' responses, and assess their progress. As stated by Yang (2006), questions serve as the primary mechanism for initiating and sustaining communication in the classroom. Similarly, Eggen (1989) says that teachers make use of questions for the purposes of assessing comprehension, giving new information, and fostering active student participation. According to Richards and Lockhart (1996), teachers pose questions to arouse learners' interests, encourage critical thinking and active participation, elicit information, and monitor their progress.

Teachers use different types of questions in alignment with various instructional goals and functions. According to Adler (1982), "Questioning is one of the basic skills of good teaching" (p. 89). Morgan and Saxton (1991) claimed that "whatever the plan, the strategy or technique, effective teaching depends primarily upon the teacher's skill in being able to ask questions which generate different kinds of learning" (p. 3). However, it is recognized that despite the crucial role of questioning in the teaching process, some educators might not always be fully conscious of the impact of their questions. This lack of awareness can potentially hinder the effectiveness of the learning experience and limit the opportunity for students to engage deeply with the material. Numerous researchers have proposed different classifications to characterize the types of questions used in classrooms (Barnes, 1976; Bloom; 1956; Kearsley, 1976; Long & Sato, 1983). To give an example, Bloom (1956, as cited in Monica Brown, 2007) introduced question types as "lower-order" and "higher-order." These levels can be associated with question types, where "lower-order" questions are typically those that assess knowledge and comprehension, while "higher-order" questions involve application, analysis, synthesis, and evaluation. In addition to that, Barnes (1976) introduced a categorization that includes four types of questions: factual questions requiring a fixed answer from the given passage ('What?'), reasoning questions demanding logical thinking ('how?' and 'why?'), open questions that do not necessitate inference, and social questions that monitor the learner's behavior. Kearsley's (1976) taxonomy provides a framework for categorizing various types of questions based on different dimensions of communication and learning. This taxonomy includes question types such as echoic, epistemic, expressive, social control, attentional, and verbosity.

To elaborate on these questions, repeating the posed question is typically necessary for echoic questions. Epistemic questions are utilized to extract information. It comprises two subcategories: referential and evaluative. Referential questions provide contextual information,

including circumstances, objectives, and events (Kearsley, 1976). On the contrary, evaluative questions serve the purpose of enhancing the learner's understanding of the answer rather than extracting information from it. Expressive questions are formulated to prompt learners to articulate their behavioral information. The emphasis is not on demanding specific information; rather, the primary objective is to observe and convey their reactions through intonation. Questions employed for social control diverge from the goal of acquiring information. Teachers utilize these questions as a means of managing learners. Questions designed to capture learners' attention are referred to as attentional questions. This type of question assists teachers in sustaining interaction. For instance, when using the "You know what?" question, the teacher is signaling to the learners to focus and listen. Questions posed for the sake of verbosity are presented solely for the purpose of politeness or to uphold a conversation. For instance, asking "How is your father?" is intended to sustain communication or as a courtesy gesture.

There have been recent studies related to this subject of matter in this field. These studies aim to provide insights into effective language learning and teaching. To give an example, Makhsum, Fitriani and Kasim (2016) aimed to explore the types and purposes of questions utilized by the teacher in an EFL conversation class. The data from the interview exposed the purposes of the teacher asking these questions: to encourage the participation of students in the lesson, to get feedback from them, to encourage them to think and focus, to create a good classroom atmosphere, to stimulate and maintain their interest, and to emphasize certain points in the lesson. Similarly, Tarigan and Yusriati (2019) aimed to delineate the types of questions frequently employed by the teacher and to analyze the functions associated with their use. The findings of the study indicated that display questions outnumbered referential questions. The functions of these questions included arousing interest and curiosity about a topic, directing attention to specific issues or aspects, fostering an active learning approach, encouraging students to pose questions to both teachers and peers, assessing learner comprehension, eliciting information, and maintaining classroom control. Another research by Hasanuddin and Ciptaningrum (2021) aimed to unveil the types of teachers' questioning and classroom interaction that have the most significant impact on the motivation of EFL learners. The study discovered that the types of questioning with the most significant impact on students' motivation were leading, display, and open-ended questions. Milawati and Suryati (2019) conducted a research to explore questioning strategies, the taxonomy of question types, and their implementation by teachers in an advanced prose class with the aim of scaffolding students' learning. The study revealed that low-cognitive questions were prevalent, with

knowledge-based questions being the most frequently used. Another study by Menayni and Merabti (2020), investigated the impact of teachers' questions on promoting interaction among high school students in EFL classrooms. The study aims to identify the specific features and types of questions that contribute to fostering interaction, thereby enhancing the overall promise of the learning process. The results revealed that teachers hold positive perceptions regarding the use of questioning as a teaching strategy, emphasizing the impact of specific features and types of questions on fostering classroom interaction and enhancing discourse. It was observed that certain question types significantly contributed to promoting classroom interaction, whereas others were less effective in achieving this outcome. Nashruddin and Ningtyas (2020), examining the questioning strategies employed by the teacher, identify the types of questions posed, and understand the reasons behind the utilization of these questioning strategies in classroom interactions. The research findings indicated that the teacher employed various questioning strategies, with open/closed questions and knowledge questions being the dominant types. Overall, the research suggested positive effects of these questioning strategies on the EFL classroom. Aprina and Andriyanti (2020), analyzed the contribution of different types of teacher questions in English classroom learning to the overall dynamics of classroom interaction. The analysis revealed that referential questions elicited longer responses from the students. Yude and Zainil (2021) aimed to analyze the various types of questions posed by teachers during EFL classroom activities. The findings of this research reveal that the most common type of questions asked by teachers in EFL classroom activities is in the remembering (C1) category, which represents the lowest level of thinking in the cognitive domain. Darong and Niman (2021) sought to investigate and understand the pragmatic functions inherent in the questioning acts of English as a Foreign Language (EFL) teachers during their interactions with students. Yang (2021) aimed to assess the correlation between teachers' interpersonal choices and the length of student responses. Menggo and Darong's (2022) study aimed to scrutinize the various types, forms, and functions of questions posed collectively by EFL teachers in their interactions with students.

There have been many studies regarding this subject in Türkiye, too. Altun (2010), for instance, focused on investigating the quantity and types of questions posed by experienced and novice teachers. Hamiloğlu and Temiz (2012) conducted a research to see the differences between private and state school teachers' question types. Kayaoğlu's (2013) research aimed to illuminate the question types employed by both native and non-native English teachers. Given that the primary objective is to foster meaningful and authentic communication in EFL

classrooms, several studies have concentrated on evaluating the communicative effectiveness of the questions used in these educational settings. Öztürk (2016) analyzed the reflective practices of an EFL teacher, specifically examining the types of questions based on Richards and Lockhart's (1996) taxonomy she employs during interactions with students in a classroom setting. The primary objective of Yılmaz's (2016) study was to determine the frequency of both display and referential questions, investigate syntactical distinctions between these question types, and explore their respective impacts on students' responses. Gönen and Şimşek (2020), conducted research to identify the types of questions posed by teachers and to uncover the pedagogical goals associated with these questions. It was concluded that referential questions were commonly used in the classroom context mode, whereas display questions were significantly more frequent than referential questions in the materials mode. In the classroom context mode, the number of referential questions was largely double the number of display questions. Taş (2021) explored the distribution of various question types used in a tertiary-level foreign language setting. The investigation utilizes a typology-based checklist developed by the researcher to categorize and analyze the different types of questions employed in this context. The most recent research by Ülker (2022) aimed to analyze the formation and presentation of teacher questions in Turkish EFL contexts, with a specific focus on understanding how these questions are shaped based on their intended functions.

In addition to the studies focusing on teachers' questioning, online classroom education has emerged as a crucial subject for researchers to explore since Covid-19 pandemic. The advent of the COVID-19 pandemic significantly transformed the landscape of education, leading to a widespread shift to online classrooms. Consequently, numerous researchers have conducted various studies to illuminate different dimensions in the field of EFL. Ardina, Damayanti, Anggraini, Rachman and Lastiati (2020), for instance, examined typical student perspectives on online lessons in comparison to traditional offline lessons, aiming to discern the effectiveness of both online and offline classes. As a result, the students expressed a preference for offline learning over online learning. Suharti, Suherdi and Setyarini (2021) tried to explore students' participation in EFL online classrooms within a vocational school setting. The findings indicated that online learning platform provides EFL students with substantial and meaningful learning experiences. Arifani, Suryanti, Wicaksono and Inayati (2020) aimed to systematically assess interaction quality in both blended and traditional contexts. Emotional Support (ES) took precedence as the highest marker of interaction quality.

Another researcher, Cui's (2021) research aimed to investigate EFL learners' experiences of having online classes. The students preferred a combination of face-to-face and online classes. Being a researcher from Türkiye, Valizadeh (2021) carried out a study to see the language anxiety in online classes. Demirkol and Dağgöl (2022) aimed to look into instructors' Classroom Interactional Competence (CIC) when teaching through synchronous video conferencing, aiming to discern potential differences in their CIC displays between face-to-face settings and synchronous online teaching. The patterns and characteristics of interaction within online speaking course was also studied by Vindyasari, Ivone and Wijayati (2022). Another study conducted by Nabilah, Rustandi and Friatin (2023) scrutinized the experiences of EFL teacher trainees as they participate in online classroom interaction amidst the challenges posed by the Covid-19 pandemic and determine the perceptions of EFL teacher trainees regarding the advantages of participating in online classroom activities. Toscu's (2023) study investigated the nature and scope of classroom interaction in online EFL classes at the university level. The findings yielded insights into interaction patterns within online classes, revealing a prevalence of teacher-student interaction over student-student interaction. The objective of the study by Aini, Islamia and Amanati (2023) is to examine teachers' questioning strategies and gauge students' perceptions of critical questions in EFL classroom interaction. This research was also carried out amid the COVID-19 pandemic, during a period when classroom interaction took place in an online format.

1.3. Statement of the Problem

Teachers frequently employ questioning strategies in their teaching methods; however, the specific types of questions they ask tend to remain consistent over time (Kerry, 1998). Gall (1970) underscores the importance of questioning in the educational setting, urging researchers to establish a standard for effective questions in the classroom. This highlights the importance of diverse question types in teaching. Furthermore, Hussain (2003) argues that not only are teachers inadequately trained in employing questioning strategies, but they also fail to implement a classification system to categorize their questions.

Most of the classroom time is often dedicated to teacher questioning (Brualdi, 1998). While the quantity of questions is crucial for eliciting responses from students, it is the quality of these questions that holds greater significance (Long & Porter, 1985). Consequently, the repetitive use of such questions does not allow for the development of students' critical thinking abilities (Gall, 1970). Many studies showed that teachers use lower-order thinking or closed questions, which hinders learners' cognitive and communicative abilities (Pratiwi & Yulia,

2018; Vebriyanto, 2015).

Moreover, research carried out by scholars both in Türkiye and globally highlights the classification of questions according to widely recognized taxonomies established by renowned researchers (Toni & Parse, 2013; Pujiani, 2017; Vebriyanto, 2015). However, relying solely on categorizing questions using popular classifications might fall short in providing a profound comprehension. It is essential to explore more nuanced and detailed taxonomies to gain a deeper insight into the diverse nature of questions.

In addition, merely categorizing questions based on their types is insufficient (Ho, 2005; Kearsley, 1976;). That is to say, a more profound comprehension of questions, including their functions and intended purposes, is imperative. It is crucial to move beyond basic differentiation among various types of teacher questions and instead deeply address their functions and purposes within the context of classroom interaction.

Moreover, it is essential for language teachers to develop an understanding of the various types of questions they ask and their effects (Gall, 1970). That is to say, teachers' questions have significant effects on learners' answers (Chaudron, 1988). Several studies showed that open-ended questions help learners to articulate longer answers (Barnes, 1969; Chafi & Elkhouzai, 2014). Thus, this awareness enables them to integrate higher-order questions, motivating students to employ language for effective communication.

Additionally, in the contemporary realm of technology and the widespread utilization of online classrooms, it becomes imperative for researchers to redirect their focus towards the specific contexts of online education. There have been many studies conducted to investigate various aspects of online classrooms (Arifani et al., 2020; Cui, 2021; Toscu, 2023). However, most of these studies concentrated on the effectiveness and quality of classroom interaction, learners' or teachers' experiences, advantages and drawbacks, and motivation in online classrooms (Arifani et al., 2020; Cui, 2021; Ardina et al., 2020). As a result, there is no study examining teachers' questions in online classrooms let alone comparing their questions in face-to-face and online; synchronous and asynchronous settings.

Furthermore, while numerous studies have explored renowned scholars' taxonomies such as Long and Sato (1983) and Farrell (2009), there has been no research conducted in Turkey analyzing teachers' questions using Kearsley's taxonomy (1976). The researcher has chosen Kearsley's taxonomy (1976) also for its thoroughness, notably encompassing verbosity and attention aspects.

1.4. Purpose and Research Questions

As a qualitative study, this research seeks to shed light on the various question types and used by EFL teachers in different scenarios. These scenarios include in-person and online sessions, both synchronously and asynchronously. The research specifically compared teachers questions in face-to-face and online settings, as well as synchronous and asynchronous teaching contexts. Finally, the study examines the beliefs of English teachers regarding the question types they employ in their instructional practices.

The following research questions were formulated to conduct this study:

1) What question types do EFL teachers use in face-to-face classrooms?

2) What question types do EFL teachers use in online classrooms?

3) What are the differences between teachers' questions in *synchronous and asynchronous classrooms?*

4) What are the teachers' beliefs about their question types in face-to-face and online classes?

5) How do the teachers' questions shape students' responses?

1.5. Significance of the Study

In EFL classrooms, teacher questioning serves as the most frequent function of teacher talk (Farrell, 2009). Despite its prevalence and significance, teachers often lack awareness of the specific functions served by their questions (Gall, 1970). The majority of studies have concentrated on the question types used by EFL teachers, often neglecting to fully consider the functions of these questions (Omari, 2018; Vebriyanto, 2015).

As online and asynchronous learning become increasingly common, the study's comparison of question types in face-to-face and online settings is especially relevant. By thoroughly analyzing the question types utilized in various instructional settings, including face-to-face and online, synchronous and asynchronous environments, the research offers valuable insights into the dynamics of effective language instruction.

Furthermore, by delving into the beliefs of English teachers regarding their question types, the study can shed light on the underlying pedagogical principles that influence classroom interactions. This comprehensive understanding has the potential to inform the development of teaching strategies that foster enhanced student engagement, critical thinking, and language proficiency in diverse learning environments. Moreover, the research can inform teacher training programs by highlighting areas where educators may benefit from additional

guidance and development. Recognizing the types and functions of questions can lead to more effective teaching practices.

In summary, this study contributes to the existing body of research on language education and teaching methodologies, further enriching the field's knowledge. It has the potential to inform English language instruction, adapt teaching methods to evolving learning environments, and enhance the overall quality of education in this context.

CHAPTER 2
LITERATURE REVIEW

2.1. Presentation

This chapter exhibits the literature related to classroom interaction, teacher talk, and the importance of questions in EFL classrooms. Furthermore, the fundamental functions and categorizations of questions are mentioned with related studies in EFL in Türkiye and around the world.

2.2. Classroom Interaction

Communication is the main component of an individual's life. It is not possible to survive our lives without it. The word 'communication' comes from the Latin word 'communicare' meaning to share (Weekley, 1967). According to Pearson and Nelson (2000), it is the action of grasping and transmitting information. It can simply be defined as the act of exchanging information from one person to another. It requires at least two people (sender and receiver) to share information in various ways such as speaking, writing, or other body movements.

Communication is an external expansion of thought (Anugerah, Rahayu & Wardah, 2018). As mentioned above, for communication to take place, participants are required to interact with each other. Altun (2010) stated that there needs to be at least two people and an information gap for interaction to occur. Interaction is a means of communication that occurs between at least two people or objects which has an impact on one another. According to Douglas Brown (2001), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. As central indispensable elements of education and classrooms, students and teachers are always influencing each other, which creates classroom interaction. Being a social entity, classrooms should be regarded as a place structured collaboratively with its members (Seedhouse, 1996). This interaction can be two-way as teacher-learner or learner-learner. Tsui (2008) defines classroom interaction as the interaction between the teacher and the students, or the students themselves. Teacher-student interaction is so important that it affects learning both positively and negatively. That is to say, the better the teacher-learner interaction becomes, the more effective learning takes place (Anugerah et al., 2018). The quality of teacher-learner interaction significantly impacts learning (Ellis, 1999).

Especially in an EFL classroom, in which the aim is to communicate, interaction is inevitable. Language classes are like social events in which students interact and socialize

(Erikson, 1985). According to Richards and Lockhart (1994), learning a second language is extremely interactive. They also point out that most of the language classroom time is allocated to interaction between the teacher and the learners. Many scholars put an emphasis on the importance of classroom interaction. Douglas Brown (2001) emphasizes that interaction is the heart of communication in communicative language teaching. Nasir, Yusuf, and Wardana (2019) assert that the most significant element of EFL classrooms is the interaction between the teachers and students. According to Yanita, Yusuf, and Gani (2016), the teacher is regarded as successful if he has good interaction with the learners. Therefore, it is clear that classroom interaction plays a vital role in EFL classrooms.

2.3. Teacher Talk

As stated above, classroom interaction mostly occurs between the teacher and the learners. It is composed of two main elements: student talk and teacher talk (Flanders, 1970). Teacher talk can simply be defined as the language used by teachers in the classroom. Very similar to this basic definition by the researcher, Nunan (1991) defines it as the teacher's language to organize class. In language classrooms, where teachers use the target language, teacher talk is the biggest source of input for learners to be exposed and modeled. Stern (1983) stated that teacher talk is the chief and the only source for students who learn the language as a foreign language. According to Richards and Lockhart (1996), the effectiveness of teacher talk will decide the input and learners' output.

Teacher talk differs from the regular talk that is held outside of the classrooms. To illustrate, teachers aim to lecture, elicit information, or manage the classroom, which shows that teacher talk is not aimless. According to Ellis (1999), teachers use adapted language while talking to their learners. Chaudron (1988) indicated that teacher talk has some characteristic features such as being slower, comprehensible, repetitive, more frequent, and basic. To give another example, teacher talk is likened to caretaker talk which is also slower and simpler (Hall & Smotrova, 2013). It is also an underlined subject in Second Language Acquisition (SLA). For example, Krashen (1983) put forward the Input Hypothesis Theory, suggesting that teacher talk should be i+1, which means that it is necessary for it to be comprehensible.

Besides the quality, the quantity of teacher talk is another factor in language classrooms. Language teachers are usually dominant in terms of using language since the learners do not know it. Therefore, teacher talk overshadows the student talk. According to some studies, over 70 % of classroom interaction is teacher talk (Chaudron, 1988; Farahian & Rezaee, 2012). Teacher talking time (TTT) occupies most of the classroom time (Nurmasitah, 2010). As seen

above, both qualitatively and quantitatively, teacher talk significantly affects student-teacher interaction. In short, as Long and Porter (1985) stated the quality of teaching is mostly contingent on the language used by the teacher.

2.3.1. The Functions of Teacher Talk in Classroom Interaction: Teacher talk is not the same as the talk outside of the classroom. It serves various functions to achieve specific aims. Teachers should not talk just to talk; otherwise, it loses its effectiveness. Teacher talk is very important in that it fosters and initiates interaction in a language classroom. Language teachers mainly intend to set up an interactional learning environment and, as aforementioned, to provide students with comprehensible input. In this vein, teachers apply a variety of functions in the classroom. For instance, Tsui (2008) asserted that teacher talk consists of many categories such as praising, encouraging, repeating, lecturing, asking questions, and so on. In addition to that, Ann Brown (1975) divides the functions of the teacher talk into categories such as lecturing, describing, explaining, and asking questions.

Likewise, Blanchette (2009) claimed that teacher talk has some roles such as explaining, summarizing, and reformulating. Flanders (1970) divided teacher talk into two main t itles which are indirect and direct influence. They involve accepting feelings, encouraging, asking questions; lecturing, and giving directions and feedback, respectively. All in all, teacher talk is not just for pleasure and aimless. It has various features and purposes to fulfill classroom objectives. Regarding this, teachers employ numerous arrangements to their talk.

2.4. Teacher Questioning

Being one of the most frequent functions of teacher talk, asking questions takes a pivotal role in language classrooms. Some scholars have come up with a variety of definitions (Hornby, 2006; Lynch, 1991). According to Sujariati, Rahman, and Mahmut (2016), “Question is a sentence, phrase, or gesture that seeks information through a reply”. Long and Sato (1983) defines a question as a linguistic statement that asks for information. Lynch (1991) claims that a question is a statement in an interrogative form utilized to get information or an answer or to check understanding. Similarly and simply, Hornby (2006) describes a question as “A sentence, phrase or word that asks for information” (p.1037).

Language teachers mostly apply questioning as a medium of interaction. In other words, teachers make use of questions to initiate interaction with their learners. Especially in language classrooms, where the aim is to use the target language to communicate, teachers try to set up an interactive classroom environment so that their learners can produce the target language. According to Yang (2006), questions are the biggest means to activate and maintain

communication. Vebriyanto (2015) defines questioning as an essential method implemented by teachers so as to foster interaction in the classroom and to be an input for the students' speaking skills. Additionally, (1986; as cited in Cullen, 2001) stated that teachers' questions truly influence the student interaction.

Farrell (2009) asserts that asking questions is one of the most frequent ways that teachers use to communicate with their learners. In line with this assertion, researchers revealed that teachers use most of their classroom time conveying questions (Qashoa, 2013). More than half of the teacher talk involves question and response turns (Richards & Lockhart, 1996). Forrestal (1990) concluded that using questions in a teacher's talk takes up around 60% of the whole class time. Similarly, Chaudron (1988) discovered that nearly 70% of the total time is allotted to asking questions. Furthermore, Brualdi (1998) indicated that eighty percent of a teacher's talk was occupied with asking questions to learners. Moreover, Gambrell and Bales (1986; as cited in Qashoa, 2013) found out that teachers asked questions every forty-three seconds.

Some researchers expressed the importance of the role of questions with various statements. To illustrate, according to Douglas Brown (2001), teacher questions are like a crucial stepping stone to communication. Cotton (1988) specified teacher questions as pedagogical clues to achieve the required objectives of the courses. Moreover, Morgan and Saxton (1991) claimed that "whatever the plan, the strategy or technique, effective teaching depends primarily upon the teacher's skill in being able to ask questions which generate different kinds of learning" (p. 3).

Regarding the sayings above, though it is highly clear that asking questions plays a crucial role in teaching, teachers may not be aware of the types and functions of their questions. Questions are applied by the teachers to achieve specific purposes. Each question that a teacher delivers does not play the same role. Gall (1970) puts an emphasis on questions in teaching by asking researchers to come up with a criterion of useful questions in the classroom demonstrating the significance of different question types. Therefore, teachers should design their questions very carefully to be useful for their learners.

2.4.1. The Functions of Teacher Questions in the Classroom: The reason why researchers have given so much importance to questioning lies behind its functions. The questions posed in the classroom serve different significant aims such as checking understanding, arousing interest, enabling and motivating students to speak, etc.

Some researchers have introduced various functions of questions. Chaudron (1988), for

instance, states that teachers focus the learners' attention, help improve students' answers, and check their improvement by making use of different types of questions. Kauchak and Eggen (1989) grouped the aims of the questions under three titles diagnostic, instructional, and motivational. Teachers deliver questions to check what their learners have learned; to give new information; and lastly, to make students engage in the classroom activities, respectively. Another researcher, Doff (1988; as cited in Thompson, 1997) claimed that questions are applied by the teachers to check learners' understanding and find out their ideas and feelings. In a similar way, Nunan (2007) asserts that teachers use questions "to elicit information, to check understanding and to control behavior" (p.80). Likewise, Blosser (1991) claimed that questions are useful to decrease and control troublesome behavior. Richards and Lockhart (1996) suggest that teachers apply questions to manage learners' interests, motivate them to think and participate, obtain specific structures, and control their comprehension. Kinsella (1991) described questions' aims as; to develop language, get feedback about students' understanding, and build up an interactive setting. Van Lier (1988) admits all questions posed by teachers aim to make students articulate the target language. Similarly, teachers employ different questioning functions to enhance interaction, motivate learners to engage in real-life communicative settings and support them in coping with the use of the target language (Mahmud et al., 2016). In this way, learners are to produce the target language depending on a question.

Otherwise, they have to initiate the talk themselves, which is pretty difficult for them.

Another role of the questions is to review previously taught information. It is self-evident that reviewing with the help of questions at the beginning and end of the sessions helps learners consolidate better. To give an example, questions check comprehension and connect previously learned information to new one (Vogler, 2005 as cited in Adedoyin, 2010). More extensive categorizations by different scholars for the functions of questions have been presented in the following lines. To illustrate, according to Danielson (1996), teachers utilize questions to enhance learners' interest, to help students articulate the things in their minds, to foster an active classroom environment and to see the outcomes of their learning. Furthermore, he stated that questions used by teachers are good aids for classroom discipline. Similarly, Cotton (2003) answered the question of what are the purposes of questions posed in the classroom. He suggested that teachers' questions enable learners to express their ideas, help students see different answers from their peers, make learners actively involved, assess and review their learning and control class behavior. Nashruddin, Ningtyas, and Ekamurti (2018) also proposed some functions of the questions. Although the results overlap with the other

research, there are two different functions, which are to greet the learners and to increase autonomous learning.

Many studies have been conducted to find out the functions of the questions posed by teachers (Shomoossi, 2004; Yusriati & Raigan, 2019). Teachers have been observed to investigate for what purpose they utilize questions in their classrooms. Yusriati and Tarigan (2019), for instance, found out that teachers use the questions mostly to check students' comprehension, control their behavior, and elicit ideas. Teachers find out ideas from learners' responses. In other words, questions lead a way for teachers to observe what their learners have learned and what is needed to be provided. Chafi and Elkhouzai (2014) demonstrated in their research that most of the questions used by the teachers were to elicit information. Shomoossi (2004) unraveled that questioning was beneficial to initiate talk and turn allocation. It was also seen that students are more motivated to participate when they are asked questions.

2.5. Categorization of Questions

Adler (1982) states that "Questioning is one of the basic skills of good teaching" (p.89). Teaching is mostly occupied with teachers' questions. Especially in EFL classrooms, where teachers aim for interaction and communication, questioning is applied to enhance interaction and elicit as many answers from students as possible. However, questions that teachers deliver to learners differ according to learners' level, age, and the purpose of the teaching. That is to say, not every teacher uses the same question type and function for each student. As well as various functions mentioned before, there are also several types of questions that teachers apply during their lessons. Many researchers have put forward various classifications to describe question types (Barnes, 1976; Bloom, 1956; Kearsley, 1976; Long & Sato, 1983). Significant categorizations and related studies will be presented in the following lines.

Being one of the most known researchers in this field, Bloom (1956, cited in Monica Brown, 2007) proposed question types as "lower-order" and "higher-order" including subcategories in them. Knowledge, comprehension, and application are placed under the category of lower-order questions, whereas analysis, synthesis, and evaluation are in the category of higher-order questions. Knowledge questions require remembering information and factual answers like yes or no. Comprehension questions ask learners to interpret the given information (summarizing, outlining). Application one requires applying the previously learned information to new situations, and inference questions; on the other hand, asks learners to make a conclusion. Whereas analysis questions require classification, synthesis ones ask learners to

combine elements. Lastly, in evaluation questions, students decide whether something is good or bad. Teachers aim to consolidate formerly learned information making use of lower-level questions. On the contrary, higher-level questions help learners think deeper and come up with a unique response.

Very similar to Bloom's taxonomy, another one called 'revised Bloom's taxonomy' was suggested by Anderson and Krathwohl (2001). Although there is not much difference between the names of the steps, the revised one is replaced with more comprehensive levels as seen in the table.

Table 1

Bloom's taxonomy vs. Anderson and Krathwohl's taxonomy (Wilson, 2001)

Bloom's Taxonomy (1956)	**Anderson and Krathwohl's Taxonomy (2001)**
1.Knowledge: Remembering or retrieving previously learned material.	**1. Remembering:** Recognizing or recalling knowledge from memory.
2. Comprehension: The ability to grasp or construct meaning from material.	**2. Understanding:** Constructing meaning from different types of functions like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.
3. Application: The ability to use learned material, or to implement material in new and concrete situations.	**3. Applying:** Carrying out or using a procedure through executing, or implementing. It refers to situations where learned material is used through products like models, presentations, interviews, or simulations.
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood.	**4. Analyzing:** Breaking materials or concepts into parts, determining how the parts relate to one another how they interrelate, or how the parts relate to an overall structure or purpose.
6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose.	**6. Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.

Similar to Anderson and Krathwohl, Douglas Brown (2001) also broadened this classification based on Long and Sato's (1983) and Bloom's (1956) models. He ordered the steps starting from display to referential questions by Long and Sato (1983). As a result, he came up with a categorization which includes; *knowledge questions* (remembering, recalling); *comprehension questions* (interpreting); *application questions* (using information in new situations); *analysis questions* (combining parts to the whole); *synthesis questions* (creating a new pattern), and *evaluation questions* (making a conclusion based on criteria) (Erianti, Akib

& Baso, 2018).

Another modified question classification inspired by Bloom (1956) was put forward in 2007 by Moore. According to this revised categorization, question types have been divided into four categories factual, empirical, productive, and evaluative. To describe them in detail, *factual questions* demand remembering information; *empirical questions* require analysis; *productive questions* ask learners to produce something new; *evaluative questions* require interpretation (Makhsum et al., 2017).

Many studies have been conducted based on Bloom's model (Barjesteh & Mogdaham, 2014; Toni & Parse, 2013). According to the study done by Pratiwi and Yulia (2018), it was found that the most frequent question types were knowledge and comprehension, respectively. None of the teachers applied the other question types. The reasons why these questions were majority were the competence of the teachers and the students and the material which was used in the classroom. Another study (Toni & Parse, 2013) conducted on six adolescents in Iran concluded that inference questions were mostly preferred ones among the teachers. Barjesteh and Moghadam (2014) designed a study to shed light on the frequency of the types of questions that teachers pose in their classrooms. The study demonstrated that whereas the teachers utilized knowledge questions most, evaluation ones were applied least. Glinton, King, and Young (2008) conducted a research comparing the frequency of oral and written questions. They found that recall questions which are knowledge and comprehension outnumbered the other ones in both oral and written questioning.

As well as these studies according to Bloom's categorization, the question types based on Moore (2007) were also studied. In the research carried out by Mahmood and Rana (2006), it was demonstrated that factual questions were applied more than the other ones, which shows that teachers want to ensure that students remember the information taught to them before. This situation is an obstacle for higher-order questions (Mahmood & Rana, 2006). In line with this research, Fitriani and Amilia (2017) aimed to see the frequency of English teachers' question types regarding Moore's model. They concluded that while the factual questions were mostly employed by the teachers, productive questions became the last frequent ones.

Being one of the earliest classifications, Barnes's taxonomy (1969) presents the question types as open and closed questions. Whereas the former requires a predetermined answer, the latter expects a different answer from each learner (Myhill & Dunkin, 2005). Closed questions have a fixed response which answers the questions such as where, when, etc. (Barnes, 1969). However, open ones begin with "why" or "how" and crave for a longer response (Chaudron,

1988). Barnes (1976) further introduced another categorization including four types of questions. *Factual questions* require one answer fixed on a given passage ("What?"); *reasoning ones* demand logical thinking ("how? and why?"); *open questions* do not need any inference; *social questions* control learner's behavior.

There have been several studies based on Barnes' classification (Chafi & Elkhouzai, 2014; Vebriyanto, 2015). Barnes (1976) himself found out that the most frequent question type used by teachers is closed ones. The study conducted by Chafi and Elkhouzai (2014) investigated the questions of the teachers in Moroccon classrooms. The results showed that teacher talks mostly involved closed questions. In addition, Vebriyanto (2015) found out that more than half of the questions that teachers pose in the classrooms are closed questions, which shows that teachers do not use questions effectively. In alignment with this, Omari (2018) who analyzed the question types of Jordanian English teachers concluded that the majority of the questions posed by the teachers were closed questions rather than open ones. He also examined the relationship between the levels of the students and the questions. As a result, the study demonstrated that teachers apply more open questions in upper-level classrooms. However, they prefer closed questions with the beginner students.

Regarding the studies above, it is clear that closed questions are commonly preferred in EFL classrooms, which has both advantages and disadvantages. By asking an open question, the teacher makes the learner think and encourage them to talk more and freer. However, if the students do not want to talk or the aim is only to get a short answer, closed questions will do enough (Dalton-Puffer, 2007). According to the results of his research, Barnes (1976) emphasized that teachers regarded themselves as transmitters of information rather than facilitator who engages learners in the learning mechanism. Therefore, teachers should be aware of the aim and use a variety of questions in their classrooms.

Wajnryb (1992) classifies questions under different titles which are: Yes/ No; Short Answer/ Retrieval; Open-ended; Display; Referential; Imaginative questions. Yes/No questions are one of the most frequent questions employed by teachers. As its name implies, it craves only two answers which are yes or no. For example, "Yeah, this video is very interesting. *Do you like it?"* The response to this question will naturally be as simple as 'yes' or 'no'.

Short answer/Retrieval questions help students give a short or the same answer which was seen from an activity. Examples:

a. What did she say this morning?"

b. Where were you last week?"

Open-ended questions require different answers from learners. There is no one or limited answer that students can benefit from when asked. 'What are the reasons to live in this city?' can be an example of this question type.

Another type, display question is a type of question in which the question maker already knows the answer, but his/her only aim is to get an answer from learners. For example, a teacher can ask "What is the weather like today?" just to make learners articulate the target language. As opposed to the display questions, referential ones ask for new information. "Where did you go last year?" might be a good example of this type.

Imaginative questions aim for students to imagine themselves in a situation and give their answers accordingly. Questions with 'if' are generally delivered to students. For example, "What would you do if you had an opportunity to live abroad?"

A study conducted based on Wajnryb's classification (1992) demonstrated that teachers mostly make use of display and short answer questions. However, imaginative questions were not applied because of the low level of English of the learners. Similarly, the study conducted by Pujiani (2017) showed that display questions were utilized the most followed by short answer questions in the second position. Differently, another study carried out based on Wajnryb's classification demonstrated that teachers mostly preferred using open-ended questions rather than the other ones (Ummah, Thaib & Saun, 2016). It was a good result in that teachers made the learners think more and get specific responses.

Richards and Lockhart (1994) introduced 3 types of questions: procedural, convergent; and divergent. Procedural questions fulfill the classroom procedures. In other words, teachers utilize these questions for classroom routines and management. It is not related to the content of the class. However, the other ones are benefited by teachers to focus learners on the content and enhance interaction. Convergent questions demand similar learner answers. They do not ask learners to produce new information but only to remember the previously taught information and to promote participation; on the other hand, divergent questions desire learners to offer new information. Whereas the former requires lower-level thinking, higher-level thinking is needed for the latter one (Aqil, 2016). Andana (2018) conducted a research to shed light on the question types that teachers use in English classes. It was found that the most occurred question type was convergent with a rate of 60%. Teachers aimed to involve the students in the classroom and make them recall the necessary information. It was followed by divergent questions of which purpose is to enhance higher thinking.

Tsui (1995) categorizes teacher questions as open-closed; display–referential and

yes/no. He puts the questions under these categories according to various aspects. That is to say, the first category, open and closed questions are separated based on the variety of answers. For example, open questions desire more than one correct answer, whereas the other one craves just one answer. Display and referential questions are classified according to the interaction that occurred. Display questions are posed to get a known answer. However, referential questions are utilized for unknown information, which enhances the interaction (Tsui, 1995; as cited in Yang, 2010).

Kearsley (1976) came up with a functional taxonomy including six types of questions that aim for different purposes.

- Echoic (ask for repetition or confirmation e.g. “What?”, “Excuse me?”) Q: What was the best year for selling yo-yos?

- R: When were yo-yos big sellers?

- As seen in the example, echoic questions generally require repetition of the delivered question.

- Epistemic (questions that aim to get information)

Epistemic questions are employed to elicit information. It has two subcategories referential and evaluative. Referential questions give scopal information such as circumstances, aims, and events (Kearsley, 1976). Evaluative questions, on the other hand; are benefited not to elicit information from the answer but to build the learner’s knowledge of the answer.

Expressive

Expressive questions are posed to make learners express their behavioral information. It is not demanded the information itself. The main purpose is to show their reactions with the help of these questions through intonation. For instance;

1. “Aren’t you coming?”

2. “Are you coming or aren't you?”

The first question shows surprise, whereas the other one implies impatience.

Social control

Questions used for social control are far away from the aim of getting information. Teachers apply these questions to manage the learners.

Attentional

Questions that are used to have learners' attention are called attentional questions. This type of question helps teacher maintain the interaction. For example, by using the "You know what?" question the teacher implies that learners should listen to her.

Verbosity

Questions asked for the purpose of verbosity, are delivered only for the sake of kindness or to maintain conversation. How is your father?", for instance, is asked to continue communication or as a courtesy.

Long and Sato (1983) broadened Kearsley's (1976) classification. Different from Kearsley, they collected question types under two titles as echoic and epistemic consisting of various functions. These types and functions will be presented below.

Table 2

Long and Sato's (1983) classification

Question Types	**Examples**
1.Echoic	
a.Comprehension Checks	Ok?, All right?
b.Clarification Requests	What do you mean?
c.Confirmation Checks	Do you mean your father?
2.Epistemic	
a.Referential	Why didn't you came?
b.Display	What is the synonym of 'up'?
c.Expressive	It is clear, isn't it?
d.Rhetorical	Why did I teach that?

Since the ultimate goal of EFL classes is to achieve communication, display and referential questions have become the most studied category in the field. To summarize, let's start with the display questions. They are the questions that teachers know the answer, yet control whether their students can produce it or not. For example, 'What does this word mean?' can be an example of this type of question. The teacher knows what it means but checks if the learners can articulate it. The only purpose for learners is to exhibit their knowledge and to use the target language (Tsui, 1995). Referential questions, on the contrary, are utilized as an attempt to generate real communication. In other words, teachers do not know the answer and aim to promote real communication with learners (Cullen, 1998). It is focused on the content, not the form. For instance, "What do you think about this place?" demands a real answer.

According to Long and Sato (1983), open or referential questions are more appropriate pedagogically in that they exhibit more 'real world' context to communicate.

There have been various studies based on Long and Sato's classification. The study carried out by Yusriati and Tarigan (2019) was an attempt to investigate the frequency of display and referential questions in EFL classrooms. The study unraveled that display questions outnumbered the referential ones. The functions of display questions were mostly checking understanding and enhancing interest. Referential questions, on the contrary, were applied to elicit specific information. Similarly, another study was conducted to investigate which question type, display or referential, is more often used in English classrooms (Aprina & Andriyanti, 2020). The results demonstrated that whereas both of the question types are applied, display questions are more preferred by the teachers. Moreover, Qashoa (2013) intended to identify the occurrence of display and referential questions in English classrooms, which revealed that more than half of the questions posed by the teachers were display questions. Shomoossi (2004) identified the distribution of display and referential questions used in EFL classrooms in Iran. According to his research, it was pointed out that display questions outweigh the referential ones. Though Long and Sato (1983) stated that referential questions should be preferred in classrooms, Douglas Brown (2001) suggests that although display questions do not have a communicative role, they are essential to check learners' understanding. Furthermore, he regards display questions as a source of input.

Another scholar, Thompson (1997) introduced a framework for question classification. He divided the question types into three categories considering the aspects of form, content, and purpose. He aimed this classification to be a model for novice teachers and arouse their attention in using the questions. Firstly, form is related to the two types of question types which are yes/no and wh- questions. Yes/no questions are usually simpler to answer; thus, teachers make use of them for lower-level learners (Thompson, 1997). Another component of this categorization works on the content of the questions, which shows if the question asks for an outside or personal fact or an opinion. If the question is related to a text, which frequently occurs in classrooms, it is called outside fact. Personal facts, on the contrary, are about students' own situations. These types of questions promote learners' motivation in that they find an opportunity to talk about themselves (Thompson, 1997). The last one, the purpose involving display and communicative in it, depends on the aim of the teacher. Teachers ask questions to get real information or to make learners exhibit their knowledge even if they know the answer. The summary of the question types mentioned above is presented in Table 3.

Table 3

Categorizations of questions (Karakuş, 2018)

Author	Year	Classification of Categories
Bloom et al.	1956	Knowledge
		Comprehension
		Application
		Inference
		Analysis
		Synthesis
		Evaluation
Barnes	1969	Open questions
		Closed questions
	1976	Factual questions
		Reasoning questions
		Open questions
		Social questions
Kearsley	1976	Echoic questions
		Epistemic questions
		• Referential
		• Evaluative
		Expressive
		Social control
		Attentional
		Verbosity
Long&Sato	1983	Echoic questions
		• comprehension checks
		• confirmation checks
		• clarification requests
		Epistemic questions
		• expressive
		• rhetorical
		display and referential
Wajnyrb	1992	Yes/no questions
		Short answer/retrieval-style questions
		Open-ended questions
		Display questions
		Referential questions
		Non-retrieval/ imaginative questions
Richards & Lockhart	1996	Procedural questions
		Convergent questions
		Divergent questions
Thompson	1997	Form (yes/no, wh-)
		Content (outside fact, personal fact, opinion)
		Purpose (display, communicative)

Studies in Türkiye: Besides the studies mentioned above, there have been various studies conducted in Türkiye based on different question classifications.

Altun (2010) researched to investigate the quantity and types of questions of experienced and novice teachers. According to the results, there was no significant difference in terms of the quantity of questions posed in the classrooms. Analyzed based on Long and Sato's (1983) classification, the data demonstrated that whereas epistemic questions delivered by the teachers were nearly at the same rate, novice and experienced teachers asked different echoic questions. In other words, novice teachers utilized more comprehension questions than the other group, which indicates that novice teachers are more willing to make sure that their learners have consolidated the information taught (Altun, 2010). Another study was carried out by Hamiloğlu and Temiz (2012) in order to see the types and the effects of EFL teachers' questions on their learners. The participants were the EFL teachers working at state and private schools. The study was analyzed based on Wajnryb's (1992) framework. It was concluded that teachers' questions definitely have an impact on learners' learning. In addition to that, yes/no questions were applied the most by all the teachers indicating that there is no difference between state and private school contexts. As opposed to the yes/no questions, imaginative questions were utilized the least. Kayaoğlu (2013) conducted a research to shed light on the question types used by native and non-native teachers of English. The collected data was analyzed according to Richards and Lockhart's (1994) classification. It was clearly seen that whereas native teachers preferred procedural and convergent questions, non-native ones made use of divergent questions. Similarly, Öztürk (2016) analyzed the question types of instructors of English according to Richards and Lockhart's (1994) classification. In line with Kayaoğlu's (2013) research, the results showed that instructors used more procedural and convergent questions rather than divergent ones. Another researcher, Karakuş (2018) attempted to see the difference between the question types used by teachers of English working at public and private high schools in Turkey. Benefiting from both Thompson's (1997) and Richard and Lockhart's (1996) categorizations of questions, she concluded that procedural questions were applied the most and followed by outside fact (content) questions. Additionally, procedural and display questions are remarkably higher in number than communicative ones. Çakır and Cengiz (2016) compared the use of open-ended questions by teachers before and after a training program. It was pointed out that the use of open-ended questions significantly increased after the training. Teachers, therefore, should be trained to add a variety to their questioning. Different from the results of the studies on display and referential questions by some scholars mentioned in this

paper (Long & Sato, 1983; Yang, 2010), the study conducted by Gönen and Şimşek (2020) to explore the question types of the preparatory teachers of English at a public university demonstrated that referential questions outnumbered the display ones. Through this research, Yılmaz (2016) studied the referential and display questions that a native speaker English teachers used with their learners at a Turkish high school. The distribution of display and referential questions and the answers to these questions were analyzed in turn. This research indicated that most of the questions used by the teacher were referential. Moreover, the answers that students gave to the questions were longer, which enabled learners to produce the language more. Taş (2021) aimed to see the frequency of display and referential questions by observing three consecutive sessions. The results did not match in all sessions. In other words, whereas the same teacher used more referential questions than display questions in two sessions, she applied more display questions in one session.

2.6. Online Instruction vs. Face-to-face Teaching

In the world of the twenty-first century, people reconstruct how they live, survive, communicate, and learn depending on the use of technology. In other words, it is almost impossible to live without the technological tools and the Internet. Not only children or teenagers but also old people try to keep up with the continuously developing technology. Occupying most parts of our lives, technology has gained great importance in the field of education, too. It is now a basic need for both teachers and learners. Although technology has already been benefited in and out of the classrooms, it has extremely spread in recent years with the advent of the Covid-19 pandemic in Türkiye and around the world. Like many institutions, schools were also decided to be closed in order to prevent people from getting infected. Therefore, face-to-face classrooms were replaced with online teaching. “Online teaching refers to education that takes place over the Internet” (Adebo, 2018). The Ministry of Education in Türkiye set up a channel called ‘TRT EBA’ to reach as many students as possible. State school teachers were charged with giving their lessons via these broadcasts. Most of the private institutions in Türkiye decided to deliver their lessons on Zoom, which is a well-known meeting program. Shortly, online instruction has become a common alternative to face-to-face classrooms.

This abrupt transition from face-to-face teaching to online one has brought contradictory ideas among researchers. Some researchers conducted studies to compare face-to-face and online teaching models (Housseine & Rabha, 2020; Khatoony & Nezhadmehr, 2020; Lim & Mali, 2021; Moorhouse, 2020). To illustrate, Housseine and Rabha (2020)

indicated in their research that although online teaching has positive sides such as being familiar with the digital tools and a variety of materials, it has some challenges in terms of managing time, technical issues, and lack of student interaction. Nugroho and Mutiaraningrum (2020) found out that poor connection and time management are the challenges of online teaching. Another study by Civelek, Toplu, and Uzun (2021) demonstrated that however teachers have positive attitudes towards online instruction in terms of material availability, they are not satisfied with the learner interaction. Similarly, according to Khatoony and Nezhadmehr (2020), students are demotivated to join online sessions because of the lack of peer interaction. A very early study by Esani (2010) also indicated that learners feel isolated emphasizing the importance of the social environment of face-to-face classrooms. On the other hand, she added online teaching is fun and accessible everywhere in the world. Moorhouse (2020) put an emphasis on the usefulness of 'breakout rooms' on Zoom for learners to be involved in group activities. The study implemented to university learners in Arizona by Serhan (2020) shows that although students are demotivated to attend online classrooms, they believe that it is better in terms of flexibility. The study by Lim and Mali (2021) indicates that students are in favor of face-to-face classrooms in that they can interact with their teachers and peers. Similarly, Almanar (2020) aimed to investigate the effectiveness of face-to-face classrooms and online teaching. The research indicates that a face-to-face teaching environment is superior to online instruction since they have difficulty communicating with their peers and teachers.

Whereas most of the studies show face-to-face classrooms are undoubtedly superior to online instruction in terms of interaction and collaboration, it becomes inevitably compulsory to apply online teaching from time to time. The interactivity of online sessions is not only contingent on the teachers, learners, and technical issues, yet it also depends on the types of it which are synchronous and asynchronous.

2.7. Synchronous vs. Asynchronous Online Instruction

Online instruction involves two types of learning models which are synchronous and asynchronous. In a synchronous learning environment teachers and learners are expected to come together online and share information about the lesson. It requires real-time and simultaneous involvement. "Synchronous e-learning is the interact of participants with an instructor via the Web in real time" (Khan, 2006; as cited in Shahabadi & Uplane, 2015). Asynchronous learning, on the other hand, does not have to be live and simultaneous, which means that learners are independent from the teacher. That is to say, they are not to meet at the same time. Perveen (2016) stated that asynchronous learning includes ready-made materials

such as videos, presentations, and worksheets which students can reach anytime.

Some researchers have conducted studies about synchronous and asynchronous EFL online learning and teaching during the COVID-19 pandemic (Dahmash, 2021; Memari, 2020; Prasojo & Srisudarso, 2021). Memari (2020) conducted a study to find out the effectiveness of synchronous and asynchronous in teaching grammar. It was revealed in the study that both of the teachings are useful, yet synchronous teaching is more effective for learners to produce the language. Dahmash (2021) aimed to shed light on the effectiveness of synchronous and asynchronous classes in teaching writing. The results showed that whereas synchronous lessons are more practical in that learners can get immediate feedback from the teachers; asynchronous class serves flexibility in time. Prasojo and Srisudarso (2021) conducted a research to see the EFL students' perceptions about synchronous and asynchronous lessons. The results of the study demonstrated that learners are in favor of being taught synchronously in order to have a direct interaction with their teachers. However, they also emphasized the usefulness of constantly available materials in asynchronous lessons. Similarly, the findings of the study by Riwayatiningsih and Sulistyani (2021) indicated that asynchronous lessons are useful in terms of accessible materials. Rochmah and Nahban (2021) carried out a research to see the effectiveness of synchronous and asynchronous classes. Learners were found more motivated and willing to attend synchronous classes since they feel isolated in the latter one. Teachers, on the other hand, preferred asynchronous lessons because they found uploading the documents easier and had difficulty in dealing with the students on online platforms. Another study by Erdoğan (2022) aimed to investigate the feelings of teachers in synchronous and asynchronous teaching. It was found that while teachers feel competent in lesson planning and teaching subskills which are grammar and vocabulary, they feel inadequate in motivating the students.

Regarding the related literature above, it was found that there has been some research focusing on the question types of EFL teachers as well as studies about face-to-face, online synchronous, and asynchronous classrooms in the field of English Language Teaching. However, to the researcher's knowledge, there has been no study comparing the types of EFL teachers' questions in face-to-face and synchronous-asynchronous online classrooms. This study will contribute to EFL teachers gaining awareness of how effective questions they use in face-to-face and online classrooms.

CHAPTER 3
METHODOLOGY

3.1. Presentation

This chapter presents the design of the current study, setting, sample, and data collection tools in a detailed way. The procedure for data collection and analysis is also described. Finally, ethical considerations in carrying out the study are given a place.

3.2. Design of the Study

This research was designed as a comparative case study, which is a qualitative type of design. Merriam (1998, p. 13) defines a case study as "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit". Like Merriam, Yin (2014) described a case study as an empirical inquiry that questions the case in-depth in its original context. That is to say, a case study is applied if a phenomenon needs to be understood in its real context.

About the in-depth study, Merriam (1998) states that case studies are especially favorable for inquiring about a process. As Merriam stated, a case study is utilized to get a comprehensive understanding of a process. Additionally, Creswell (2002) defines a case study as "an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection" (p. 485). He means by the 'bounded system' that the case is isolated from the physical boundaries for the specific study. Stake (2000) also described case study as a bounded system. Furthermore, Creswell (2013) points out that a case study requires various data sources such as interviews, observations, audial and visual materials. Similarly, Yin (2003) suggests six sources of information for a case study which are documents, archival records, interviews, and direct and participant-observations. Comparative case study (CCS), which is a subcategory of case studies, aims to demonstrate the similarities and differences between the cases.

As a comparative case study, this research aims to shed light on the different question types of EFL teachers in various cases. The different cases of EFL teachers and students in Türkiye were investigated. Kaarbo and Beasley (1999) explained CCS as the systematic comparison of at least two cases. That is to say, the cases of English classes which have been implemented to secondary school students as a foreign language face-to-face and online; synchronously and asynchronously were examined and compared thoroughly. Teachers' questions were compared in terms of face-to-face and online as well as synchronous and asynchronous teaching contexts. Teachers delivering sessions to secondary school students

face-to-face and on online platforms which are EBA and Zoom were observed. With the help of video and voice recorders of the teachers, the researcher aimed to find out the different types and functions of questions that EFL teachers utilize during their sessions. As Merriam (1998) stated case study requires a holistic analysis of a bounded phenomenon, this study aims to have a comprehensive understanding of EFL teachers' questions in the boundaries of synchronous sessions which are face-to-face and Zoom and asynchronous sessions which are presented on EBA platform. Yin (2014) emphasized that a case must be examined in its original context. Regarding this, the participants were EFL teachers delivering the sessions in their own classes. In addition, only secondary school students took place in this study. Creswell (2013) points out that a case study requires various data sources such as interviews, observations, audial and visual materials, etc. Besides the observations and audio recordings, the researcher intended to support the study with semi-structured interviews asking why they tend to use particular question types in their classes.

The following research questions were formulated to conduct this study:

1. What question types do EFL teachers use in face-to-face classrooms?
2. What question types do EFL teachers use in online classrooms?
3. What are the differences between teachers' questions in *synchronous and asynchronous* classrooms?
4. What are the teachers' beliefs about their question types in face-to-face and online classes?
5. How do the teachers' questions shape students' responses?

3.3. Participants and Setting

The participants of this research were ten non-native teachers of English working at state and private schools in Türkiye. Four of the teachers who are working at these schools were observed and video-recorded in their face-to-face classes and Zoom sessions. The rest of them were delivering sessions on the EBA platform, which means that they were state school teachers delivering the sessions asynchronously. The researcher listened to the video recordings of English lessons on EBA and analyzed the types and functions of their questions. In addition to that, the teachers except for delivering sessions on EBA were interviewed by the researcher. Nine of the participants were female and they were all experienced teachers. The learners who were observed were all secondary school students. Table 4 shows detailed information about each teacher.

Table 4

Participants

Participant	Gender	School Type	Session Type
Participant 1	Female	State	EBA
Participant 2	Female	State	EBA
Participant 3	Female	State	EBA
Participant 4	Female	State	EBA
Participant 5	Male	State	EBA
Participant 6	Female	State	EBA
Participant 7	Female	State	Face-to-face/Zoom
Participant 8	Female	Private	Face-to-face/Zoom
Participant 9	Female	Private	Face-to-face/Zoom
Participant 10	Female	Private	Zoom

All the participants volunteered willingly. However, the teachers observed on the EBA platform were chosen at random by the researcher. The number of students in face-to-face and Zoom classes was almost the same changing from 18-23. The sessions recorded on EBA were asynchronous. That is to say, there was no student-teacher interaction. There was also no significant difference between the proficiency levels of the students.

3.4. Data Collection Instruments

The data for this research were obtained mostly through classroom observations and video recordings of the teachers. The researcher attended and observed both the face-to-face and online classes of her colleagues at the state and private schools and video-recorded their lessons at the same time. Video recordings enable researchers to capture everything that is happening in the classroom (Pirie, 1996). Additionally, Edwards (2004) states that researchers have the opportunity to catch spontaneous information with the help of video recordings. The researcher tried to note down not only the questions of the teachers but also the responses of the learners during the observations. Moreover, she watched the video recordings of the teachers on the EBA website taking notes. In addition to these, semi-structured interviews were applied as a data collection source in order to consolidate the results of the study. Interviews are commonly implemented in social studies since they supply researchers with a deeper understanding of the subject. A researcher conducting semi-structured interviews has questions determined in advance, yet is flexible in changing the words or the order of the questions according to the situation (Robson, 2002). In this vein, semi-structured interviews were utilized to get a better understanding of the issue.

3.5. Data Collection Procedures

As mentioned in the data collection instruments part above, the researcher applied video recordings of the sessions and interviewed the teachers. However, it was not the first step of the data collection. To describe it in order, the researcher first prepared her research questions. Since she was working at a private school, she asked some of her colleagues to support her in data collection. There were two volunteers to take part in this research. The lessons at the institution were mostly face-to-face except one day a week, which gave the researcher the opportunity to observe both face-to-face and online classes. She observed and recorded six sessions (two face-to-face, and four online) in total. In the first semester of 2021**,** she was appointed to the Ministry of Education and it allowed her to collect more data. She asked two of her friends to record their face-to-face lessons two times. Additionally, there were already video-recorded sessions of state school teachers on the EBA website because of the COVID-19 pandemic. Six sessions were conducted, and they were selected based on the levels and grades of the learners. In other words, both face-to-face and online classrooms comprised eighth graders. Consequently, classes on EBA were chosen at the same level to maintain consistency and ensure similarity in the data. 16 English classes were observed in total. As a researcher, she paid attention to some variables such as session type, total session duration, and teacher talking time. These are demonstrated in Table 5 below.

Table 5

Types of the classes, recording time, and teacher talking time

Participants	Class Type	Recording Time	Teacher Talking Time
Participant 1	EBA	20 minutes	18 minutes
Participant 2	EBA	20 minutes	19 minutes
Participant 3	EBA	20 minutes	18 minutes
Participant 4	EBA	20 minutes	17 minutes
Participant 5	EBA	20 minutes	18 minutes
Participant 6	EBA	20 minutes	17 minutes
Participant 7	Face-to-face (lesson 1)	32 minutes	26 minutes
Participant 7	Face-to-face (lesson 2)	34 minutes	23 minutes
Participant 8	Face-to-face (lesson 1)	28 minutes	22 minutes
Participant 8	Face-to-face (lesson 2)	35 minutes	27 minutes
Participant 9	Face-to-face (lesson 1)	27 minutes	24 minutes
Participant 9	Face-to-face (lesson 2)	25 minutes	19 minutes
Participant 10	Zoom (lesson 1)	28 minutes	23 minutes
Participant 10	Zoom (lesson 2)	31 minutes	26 minutes
Participant 10	Zoom (lesson 3)	30 minutes	26 minutes
Participant 10	Zoom (lesson 4)	32 minutes	27 minutes

3.6. Data Analysis

In analyzing the data, the researcher transcribed all of the video recordings. She noted down the duration of the lessons, the teacher talking time, and the number of questions asked. Having transcribed all the sessions, the researcher sorted out the functional questions of the teachers based on Kearsley's (1976) taxonomy which is shown in Figure 1. Each of them was read several times to develop an overall understanding of the data by the researcher. To ensure inter-rater reliability, one researcher was tasked with identifying codes in the excerpt from the transcript before initiating the coding process. As a result of this, the reliability rate has been found to be 88 %.

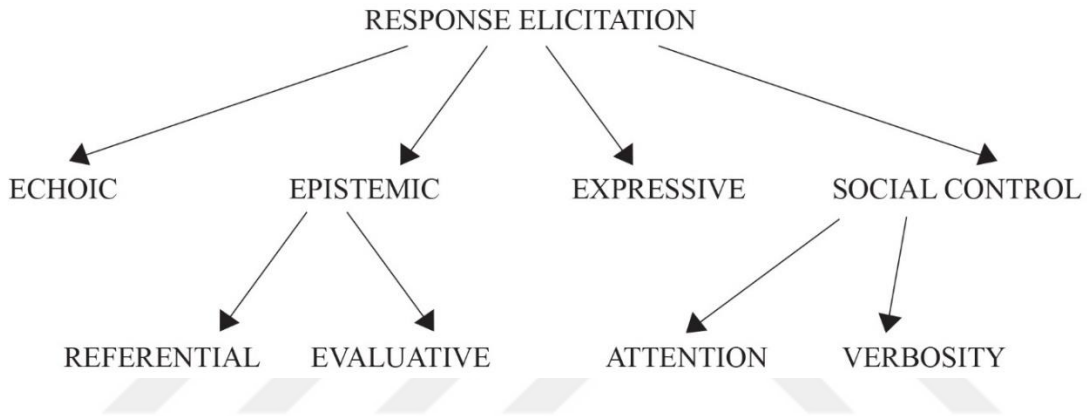


Figure 1

A taxonomy of question functions (Raymond, 1999)

The functional question type examples from the data are presented in the table below.

Table 6

Question types from the data

Question Types	Data Examples
Echoic	What should you do to save energy? = What should we do to prevent energy wasting?
Referential	How do you make a cake?
Evaluative	What did we learn? /What was the antonym of 'tall'?
Expressive	Aren't you listening to me?
Attention	Are you ready for the listening?
Verbosity	How is your father doing

Not only the questions of the teachers but also the responses of the learners were analyzed. Furthermore, the researcher formed seven questions for the semi-structured interview. It was only the teachers who were teaching in the face-to-face classrooms and Zoom to be interviewed. Unfortunately, the teachers teaching on EBA could not be reached by the researcher. The interviews were conducted and transcribed as a final step.

3.7. Ethical Considerations

Having decided to do this research, the researcher proposed the research aims and questions to the Institute of Educational Sciences at Bursa Uludağ University. Once the proposal was approved, the researcher also applied to the Ethics Committee of the university. Moreover, the approval of the Ministry of Education was taken since the data would be collected from a state school (See Appendix 1). The participants to whom the researcher explained the whole procedure were voluntary to take place in this study. They allowed her to observe and record their sessions. The other data collected from EBA website was already open to everyone to watch. For the interview process, the participants were informed to be recorded. They were also aware that they do not have to answer all the questions if they feel insecure. The names of the participants were not shared but numbered to achieve confidentiality.

CHAPTER 4
RESULTS

4.1. Presentation

This chapter refers to the detailed analysis of the data collected from the observed sessions. The data include teachers' questions and learners' responses. The examples of questions will be categorized according to Kearsley's (1976) classification of functional question types. Furthermore, the attitudes of the teacher participants about the questions they have asked will be presented. The following research questions will be answered.

1. What question types do EFL teachers use in face-to-face classrooms?
2. What question types do EFL teachers use in online classrooms?
3. What are the functions of the question's teachers use in both classrooms?
4. What are the differences between teachers' questions in *synchronous and asynchronous classrooms?*
5. What are the teachers' beliefs about their question types in face-to-face and online classes?
6. How do the teachers' questions shape students' responses?

This chapter is composed of six main titles. In the first part, the researcher will show the classification taxonomy which the data will be analyzed accordingly. Secondly, the teacher talking time and the number of the question's teachers utilize comparing face-to-face and online classes will be presented. Thirdly, types of the questions as well as their functions will be analyzed in detail both in face-to-face and online classrooms. Then, teachers' questions will be distinguished in terms of synchronicity. After that, teachers' beliefs about their question types will take place. Lastly, students' responses will be given a place to have an idea about how teachers' questions affect learners' answers.

4.2. Kearsley's Question Classification Taxonomy

The classification taxonomy of questions put forward by Kearsley (1976) will be benefited to analyze the collected data by the researcher. This classification system is already presented in detail in literature review part (See Appendix 2).

4.3. The Number of Questions in Face-to-face and Online Classrooms

Teachers utilize questions in their classrooms for different purposes. As seen in the literature, questioning in classrooms plays an important role both for teachers and learners.

Asking questions is emphasized by various scholars especially in EFL classrooms to have a healthy interaction (Farrell, 2009; Thompson, 1997). In this part, it will be presented the teachers' talking time and the number of the questions they applied.

Table 7

Class type, teacher talking time and number of the questions

Class Type	**Teacher Talking Time (minutes)**	**Number of the Questions *(f)***
Face-to-face	26	30
Face-to-face	23	29
Face-to-face	22	29
Face-to-face	27	33
Face-to-face	24	28
Face-to-face	19	26
Online (Zoom)	23	25
Online (EBA)	18	21
Online (EBA)	19	24
Online (EBA)	18	20
Online (EBA)	17	23
Online (EBA)	18	26

Table 7 represents different classes categorized by class type (Face-to-face, online (Zoom), Online (EBA)), with corresponding values for teacher talking time and the number of questions. No matter the class was online or face-to-face, the number of the questions used by the teachers were above their talking time. The data suggests that, on average, the teacher's talking time and the number of questions posed by the teacher were slightly higher in online classes compared to face-to-face classes. In face-to-face classes, there seems to be a balance between the time the teacher spends talking and the number of questions, suggesting an interactive and engaging atmosphere. On the other hand, online Zoom classes exhibited a consistent and almost equal distribution of teacher talking time and questions, indicating a structured communication pattern. In contrast, online EBA classes showed a broader range of communication dynamics, potentially influenced by factors such as platform design and teaching styles. This could indicate that teachers tend to engage more actively with students during online sessions, potentially to compensate for the lack of physical presence and ensure effective communication and interaction. Overall, the data demonstrated that using questions is the main tool in EFL classrooms to have an interaction.

4.4. The Question Types of the Teachers in Face-to-face Classrooms

Table 8 illustrates the distribution of question types employed by EFL teachers in face-

to-face classrooms over six lessons. Among various categories, referential questions emerged as the most frequently used, particularly evident in Lesson 4 with a count of 16. The data highlighted a diversity of question types, encompassing echoic, expressive, and social control, reflecting a strategic mix in engaging students. It is interesting to note that, apart from referential questions, evaluative questions aimed at building learners' knowledge were utilized at nearly the same frequency. Additionally, social control questions, employed for managing the classroom environment, showed a consistent variation, ranging from 2 to 4 across different instances. This suggested a deliberate and balanced use of evaluative questions for knowledge building and social control questions for classroom management.

Table 8

Question types in face-to-face classrooms

Lesson	**Question Types**					
	Echoic	Epistemic		Expressive	Social Control	
		Referential	Evaluative		Attention	Verbosity
Lesson 1	2	15	6	2	3	2
Lesson 2	4	15	4	1	2	2
Lesson 3	3	11	5	4	2	4
Lesson 4	3	16	5	2	3	4
Lesson 5	4	12	5	3	2	2
Lesson 6	2	11	5	2	3	3

4.5. The Question Types that EFL Teachers Utilize in Online Classrooms

With the advent of Covid-19 pandemic, online classes became widespread in Türkiye, as in the rest of the world. Being an important tool of the EFL teachers, questioning is worth being studied. Therefore, question types of the teachers used in online classrooms will be shown in table 9 below.

Table 9

Question types used in online classrooms

Lesson	Question Types					
	Echoic	Epistemic		Expressive	Social Control	
		Referential	Evaluative		Attention	Verbosity
Lesson 1	2	15	-	2	3	3
Lesson 2	-	16	-	2	6	3
Lesson 3	2	17	1	3	3	2
Lesson 4	2	16	2	3	2	3
Lesson 5	2	15	1	-	1	2
Lesson 6	2	17	1	-	-	4
Lesson 7	1	16	-	-	-	3
Lesson 8	3	16	-	-	-	4
Lesson 9	1	20	1	-	1	3
Lesson 10	1	17	-	-	2	2

Table 9 outlines the distribution of question types utilized by EFL teachers in online classrooms across ten lessons. Notably, epistemic (referential) questions were prevalent, reaching a peak of 20 in Lesson 9, indicating a primary focus on assessing students' knowledge and understanding. Expressive questions were utilized only in synchronous lessons, demonstrating an effort to show teachers' feelings. Social control questions, designed to manage the classroom environment, appeared in a measured manner across lessons, contributing to a balanced teaching approach. Echoic questions were present in multiple lessons, with Lesson 8 having the highest count at 3 occurrences. The overall distribution underscored a deliberate and varied use of question types, tailoring instructional strategies to encompass knowledge assessment, expressive engagement, and classroom management. There seems to be relatively less emphasis on questions related to expression, evaluation, attention, and verbosity. This distribution may suggest a focus on information gathering and comprehension rather than emotional expression or evaluation in the teaching approach.

4.6. Findings of Face-to-face vs. Online Classrooms

A comparative analysis of the question types used by EFL teachers in face-to-face classrooms and online classrooms sheds light on distinct instructional strategies tailored to different learning environments. In face-to-face classrooms (Table 8), a rich variety of question types, including echoic, epistemic, expressive, and social control, is evident, with a notable emphasis on epistemic questions. Online classrooms (Table 9) maintained a consistent prioritization of epistemic questions. Attention questions, in the category of social control, took second place, which indicates that questions were more utilized to manage the classrooms reflecting an adaptation to the challenges of virtual learning. Whereas expressive questions

were employed in all the sessions of face-to-face classrooms, they were utilized only two lessons of online lessons. It demonstrates that teachers showed their feelings in face-to-face classes more. Additionally, verbosity questions were utilized in both classroom settings ranging from 2 to 5.

4.7. The Question Types that EFL Teachers Use in Synchronous Online Classes (ZOOM)

Table 10

Question types used in synchronous online classrooms (ZOOM)

Lesson	Question Types					
	Echoic	Epistemic		Expressive	Social Control	
		Referential	Evaluative		Attention	Verbosity
Lesson 1	2	15	-	2	3	3
Lesson 2	-	16	-	2	6	3
Lesson 3	2	17	1	3	3	2
Lesson 4	2	16	2	3	2	3

Table 10 detailing question types used by EFL teachers in synchronous online classes (ZOOM) provides valuable insights. Epistemic questions consistently dominated, reflecting a primary focus on assessing students' knowledge and understanding. Expressive questions, though present, were used more sparingly, indicating a measured effort to encourage teachers to articulate thoughts and feelings in the online setting. Social control questions, designed to manage the virtual classroom environment, were strategically employed, demonstrating an awareness of the need for effective classroom management in the online context. Notably, all the lessons stood out for their utilization of verbosity questions, showcasing a deliberate effort to assess the expansiveness of student responses.

4.8. The Question Types that EFL Teachers Use in Asynchronous Online Classes (EBA)

The outbreak of the Covid-19 pandemic led to a widespread adoption of online classes in Turkey. Additionally, asynchronous classrooms have gained popularity during this time. EBA is the asynchronous platform utilized by the Ministry of Education in Turkey. The questions teachers asked will be shown in the table below.

Table 11

Types of questions used in asynchronous classrooms (EBA)

Lesson	Question Types					
	Echoic	Epistemic		Expressive	Social Control	
		Referential	Evaluative		Attention	Verbosity
Lesson 5	2	15	1	-	1	2
Lesson 6	2	17	1	-	-	4
Lesson 7	1	16	-	-	-	3
Lesson 8	3	16	-	-	-	4
Lesson 9	1	20	1	-	1	3
Lesson 10	1	17	-	-	2	2

Table 11 on the question types used by EFL teachers in asynchronous online classes (EBA) provides insights into the instructional strategies employed in this setting. Across various lessons, epistemic questions were consistently utilized, indicating a focus on assessing students' knowledge and understanding. Epistemic (referential) questions maintained their dominance as the most frequently employed instructional tool. Lesson 9 affirmed this pattern with 20 instances of epistemic questions. Expressive questions did not appear in any classrooms, which demonstrates that teachers do not show their feelings in asynchronous classes. Attention questions, aimed at guiding or managing behavior, were present in Lessons 5, 9 and 10. However, this presence did not show the real function of these types of questions. The teachers used the questions just for the sake of saying something. Notably, although Lesson 6 and 8 features a significant use of verbosity questions, assessing the expansiveness of student responses, teachers probably used the questions just to make the videos better and more fluent.

4.9. Synchronous Online vs. Asynchronous Online Classrooms (ZOOM vs. EBA)

Comparing the question types used by EFL teachers in synchronous and asynchronous online classes from Tables 10 and 11 reveals shared and distinct patterns. Both tables exhibit a consistent use of referential questions, emphasizing knowledge assessment. Echoic questions, repetition of questions, exist in both tables but they were used more in EBA classes. Attention questions were more employed in synchronous sessions. Verbosity questions were present in both settings. However, while these questions in Zoom lessons reflected the real aim of this question type according to Kearsley’s taxonomy (1976), the ones used in EBA classes were used just to make the lesson more fluent. Expressive questions did not appear in EBA classrooms, indicating the lack of emotion interaction between teachers and learners.

4.10. The Functions of the Questions

In comparing the functions of questions used by EFL teachers in face-to-face and online

classrooms, a comprehensive analysis of 138 minutes of face-to-face and 209 minutes of online classroom recordings was conducted. The examination involves understanding the various roles that questions play in both settings, such as promoting student engagement, assessing comprehension, and fostering critical thinking.

Table 12

Functions of questions

Functions	**Class Type**		
	Face-to-face classrooms (138')	Online Classrooms (209')	
		Synchronous (102')	Asynchronous (107')
Ask for repetition or confirmation	18	6	10
To get information	80	64	101
To build learners' knowledge	30	3	3
To show behavioral reaction	14	10	-
To get attention	15	14	4
To maintain conversation	17	11	18

Table 12 provides a breakdown of the functions of questions in both face-to-face and online EFL classrooms, categorized by class type (synchronous ZOOM sessions and asynchronous EBA sessions) and specific question functions. Based on the data in the table regarding teachers' question functions in different classroom settings, it is evident that face-to-face classrooms and online classrooms (synchronous and asynchronous) exhibited variations in the frequency and nature of teacher question functions. In face-to-face classrooms, teachers seemed to engage more in asking for repetition or confirmation, building learners' knowledge, and showing behavioral reactions. This could be attributed to the immediacy and direct interaction opportunities inherent in traditional classroom settings.

On the other hand, in online classrooms, particularly in the asynchronous mode, teachers were more inclined to pose questions to gather information and maintain conversations. Whereas the purposes of showing behavioral reaction and getting information were present in synchronous online lessons, they were absent in asynchronous online classrooms. This reflects the lack of interaction and emotions in asynchronous online classrooms.

4.11. Teachers' Beliefs About Their Question Types in Face-to-face and Online Classes

The researcher carried out interviews with EFL teachers to explore their perspectives on the queries implemented in their classrooms. Participants provided responses to a series of questions, and this section will present their answers, addressing each question individually.

Question 1: What is a question? Describe it in your own words.

In response to Question 1, participants offered their definitions of a question. Participant 1 defines a question as, “A speech act aiming to elicit what students know.” Participant 2 characterizes it as, “A way to get information.” Participant 3 succinctly describes a question as, “A sentence to get an answer.” Participant 4 provides another perspective, stating, “A statement craves for information.” These responses collectively underscore the idea that a question serves as a communicative tool intended to extract information or elicit a response, emphasizing its role in the interactive exchange of knowledge in the learning environment.

Question 2: How often do you ask questions to your students?

All the participants indicated that they apply questioning frequently or all the time in their classes, which overlaps with the numerical data.

Question 3: What is the purpose of asking questions? Which functions do you use?

In response to Question 3, participants shared their perspectives on the purpose and functions of asking questions. Participant 1 articulates, “To learn what students think about a topic, checking understanding.” Participant 2 emphasizes the role of questions in maintaining engagement and activity, stating, “Keep interested and active.” Participant 3 echoes similar sentiments, specifying, “To arouse interest and check their understanding.” Participant 4 underscores the evaluative aspect, noting, “Check what learners know.” The varied responses collectively convey that the purposes of asking questions include gauging understanding, fostering interest, and maintaining active participation in the learning process.

Question 4: Are you aware of the questions that you ask?

The participants' awareness of the questions used in their teaching practices varies. Participant 1 and Participant 2 explicitly confirmed their awareness, with Participant 1 expressing a high degree of certainty, stating, “Yes, I am quite aware,” and Participant 2 succinctly affirming, “Yes, I am.” Participant 3 conveyed a nuanced perspective, acknowledging awareness “most of the time.” In contrast, Participant 4 highlighted a distinctive approach, stating that while she does not prepare questions beforehand, she remains aware of them during the instructional process.

Question 5: What is the importance of teacher questions in EFL classrooms?

In response to Question 5, participants shared their perspectives on the importance of teacher questions in EFL classrooms. Participant 1 emphasizes, “Questions are quite important because they provide clues about students' language development.” Participant 2 underscores the cognitive aspect, stating, “Urge students to think and communicate.” Participant 3 focuses

on the productive dimension, noting, “Make the learners produce the language.” Participant 4 highlights the motivational factor, expressing, “They motivate the students.” These responses collectively underscore the significance of teacher questions in EFL classrooms, ranging from gauging language development to stimulating critical thinking, language production, and student motivation.

Question 6: How does teacher questioning affect learners’ language development?

The responses to Question 6 shed light on the perceived impact of teacher questioning on learners’ language development. Participant 1 emphasizes that questions offer learners the chance to generate the target language. Participant 2 underscores the role of questions in enabling students to articulate answers. Participant 3 highlights the interactive aspect, suggesting that questions assist teachers in engaging learners through interaction. Finally, Participant 4 attributes the effect of questions to prompting learners to speak in the target language. These insights collectively suggest that teacher questioning plays a multifaceted role in fostering language development, providing opportunities for language production, encouraging interaction, and prompting students to express themselves in the target language.

Question 7: Do you think teachers’ questions shape students’ responses?

The responses to Question 7 reveal a unanimous perspective on the impact of teachers' questions in shaping students' responses. According to Participant 1, “Yes, it definitely does.” Participant 2 concisely asserts, “Yes, it does.” Participant 3 provides further insight, stating, “Of course, the simplest example is yes-no and -wh question types.” Participant 4 adds nuance to the discussion, acknowledging that teachers’ questions can elicit varying response lengths, noting, “Yes, they sometimes ask for longer responses.” In essence, the participants collectively affirm that teachers' questions significantly influence and guide the nature of students’ responses in the learning context.

4.12. The Responses of Learners to the Questions Delivered

In EFL classrooms, the significance of teachers’ questions on students’ responses is particularly pronounced. Given the unique challenges of learning a language, questions serve as indispensable tools for assessing language proficiency, encouraging linguistic expression, and refining communication skills. Teachers’ strategic use of questions not only helps gauge students' grasp of grammar and vocabulary but also prompts them to actively apply language rules in real-time communication. Open-ended inquiries stimulate students to articulate their thoughts in English, fostering fluency and confidence. Furthermore, teachers can tailor

questions to address specific language learning goals, such as improving pronunciation, expanding vocabulary, or enhancing comprehension. The dynamic interaction between teachers' questions and students' responses in EFL classrooms creates an environment where language acquisition becomes an engaging and participatory process, ultimately equipping students with the skills they need for effective communication in the English language.

The findings of this study underscore the pivotal role that teachers' questions play in shaping learners' responses. The data reveals a significant and influential connection between the nature of questions posed by educators and the subsequent reactions and contributions of learners. Epistemic questions, encompassing referential and evaluative inquiries, evidently prompted learners to provide more information and engage in extended speech, thus fostering a deeper understanding of the subject matter. The communicative function of verbosity questions becomes apparent in their role in sustaining conversation, emphasizing the interactive and participatory nature of the learning process. Conversely, attention questions, while lacking a direct communicative aim, played a crucial role in classroom management, ensuring that the teacher can effectively guide and direct the flow of the lesson. These questions served as tools for maintaining focus and order within the learning environment. Similarly, expressive questions, though not seeking a direct response, contributed to the classroom atmosphere by allowing teachers to convey their emotions and create a more empathetic and relatable connection with students. Various examples from the data will be presented below.

Referential questions

Excerpt:

T: How do you make a boiled egg?

S: Put hot water and egg and after 10 minutes it is ready.

T: What is the taste of pepper?

S: Red pepper is hot, black pepper is spicy.

T: What does Joe do at the weekends?

S: He [go] swimming and [play] the guitar.

Evaluative questions

Excerpt:

T: Do you remember the clothes we have learnt? What are they? S: Yes, hoodie, dress, tracksuit.

T: Why am I calling it "this" bottle? S: It is near.

T: What was the difference between hat and cap? S: Hat in winter, cap in summer.

Echoic questions

Excerpt:

T: What is the taste of a pepper?

T: How does it taste? (repeats the same question to be clear) S: Hot and chilly.

T: Do you like cooking?

T: Are you good at cooking? (repeats the same question to be clear) S: No, I am terrible.

Expressive questions

Excerpt:

T: Aren't you listening to me? (angry) S: No answer.

T: We are having fun, aren't we? (excited) S: Yeeees.

Attention questions

Excerpt:

T: Do you know the name of this food? S: Yes, lasagna.

T: Are you with me? S: Yes.

T: Are you ready for the listening? S: Yes.

Verbosity questions

Excerpt:

T: How is your father doing? S: He is good.

T: What is your favorite food? S: I love [pancake].

T: How are you today? S: I am sleepy.

In conclusion, the data suggests that online classes, particularly those conducted through Zoom and EBA platforms, exhibit a slightly higher level of teacher talking time and question usage compared to face-to-face classes. Face-to-face classrooms demonstrate a balanced

interaction between teacher talking time and questions, fostering an engaging atmosphere. Zoom classes display a structured communication pattern, while EBA classes showcase diverse communication dynamics influenced by platform design and teaching styles. The prevalent use of questions emerges as a key tool for interaction in EFL classrooms across various formats.

In this study, participants unanimously reported frequent use of questioning in their classrooms, aligning with numerical data trends. Their perspectives on the purpose and functions of questions revealed a diverse range of aims, including gauging understanding, maintaining engagement, and evaluating learners' knowledge. While awareness of the questions varied among participants, the importance of teacher questions in EFL classrooms was emphasized, ranging from assessing language development to stimulating critical thinking and motivation. Insights into the impact of teacher questioning on learners' language development highlighted its multifaceted role, fostering opportunities for language production, encouraging interaction, and prompting students to express themselves in the target language. The unanimous agreement among participants on the influential role of teacher questions in shaping students' responses underscores the pivotal connection between questioning strategies and student engagement. The study further accentuates the dynamic interaction between teachers' questions and students' responses, showcasing the integral role of varied question types in creating an interactive and participatory environment conducive to language acquisition.

CHAPTER 5
DISCUSSION

5.1. Presentation

EFL instruction indeed places a considerable emphasis on the role of teachers and their classroom practices in shaping students' language development. Teacher talk, or the language used by teachers during instruction, is recognized as a key determinant in the language development of EFL learners (Richards & Lockhart, 1996). Teacher talk plays a crucial role by not only fostering but also initiating meaningful interactions within language classrooms. Language educators primarily aim to create an environment conducive to interactional learning and deliver comprehensible input to students.

Assuming a central and crucial role within language classrooms, the act of asking questions stands out as one of the most frequently employed functions of teacher talk (Farrell, 2009). It is reasonable to presume that teachers with varying settings of classrooms may adopt distinct teaching practices, with questioning behaviours being one of the aspects to consider. The exploration of online classroom education has become a pivotal focus for researchers, particularly in the wake of the Covid-19 pandemic. The advent of the pandemic brought about a substantial transformation in the education landscape, prompting a widespread transition to online classrooms.

This study aimed to investigate potential differences in the types and functions of teachers' questions between face-to-face classrooms and online classrooms. While certain findings aligned with the researcher’s initial expectations, others proved unexpected or incidental in the course of the study. Additionally, some results were consistent with existing literature, while others deviated. The researcher will present the overall findings for each of the subsections outlined in the research question, engaging in a discussion that compares them to her initial expectations and refers back to relevant literature.

5.2. Functional Question Types in Face-to-face Classrooms

In this study, teachers consistently utilized questions in their sessions, and the results indicate that the number of questions posed by teachers takes up most of the teacher talk in the classroom. This finding aligns with similar observations reported in numerous other studies (Chaudron, 1988; Forrestal, 1990; Mermer, 2022; Qashoa, 2013; Yang, 2006).

Researchers have assigned significant importance to questioning in educational settings due to its multifaceted functions (Omar, 2018; Vebriyanto, 2015). The questions posed within a classroom environment serve various essential purposes, including, but not limited to

checking understanding, arousing interest, controlling behaviour, facilitating and motivating students to engage in verbal expression.

Teachers employed a diverse range of questions, each serving distinct purposes. These questions were systematically analyzed using Kearsley's taxonomy (1976). The study's findings revealed that all of the teachers mostly applied referential questions which require eliciting an answer in face-to-face classrooms. Evaluative questions assume a secondary position in face-to-face classrooms with the aim of building learners' knowledge and checking understanding. Furthermore, social control questions, encompassing attention and verbosity queries and utilized for classroom management, surfaced as the third most prevalent type of questions in the study. This study is similar to some other studies (Chafi & Elkhouzai, 2014; Nunan, 2007). For example, according to the research conducted by Chafi and Elkhouzai, their findings demonstrated that the primary purpose of most questions employed by teachers was to elicit information. Similarly, Nunan (2007) contends that teachers utilize questions "to elicit information, to check understanding, and to control behaviour" (p. 80). This aligns with the themes identified in the present study.

5.3. Functional Question Types in Online Classrooms

In the context of this study, the predominant function observed in teachers' use of questions is to elicit answers from students. In other words, referential questions maintain their primary position. Similarly, Mermer's (2022) study indicated that teachers predominantly utilized referential questions to extract information in online classrooms. In the realm of social control, attention and verbosity questions emerged as the second most frequently observed purposes among the questions employed by teachers. The results indicated that teachers in online sessions used questions more to sustain interaction and control learners' behaviour. This insight indicates an adjustment to the particular difficulties presented by online learning environments. A separate investigation conducted by Housseine and Rabha (2020) similarly suggested that managing student behaviour and interaction poses challenges in online teaching. The current study appears to be in agreement with the findings of another research conducted by Yusriati and Tarigan (2019), who found that teachers predominantly utilize questions to assess students' comprehension and manage their behaviour.

5.4. Functional Question Types in Face-to-face and Online Classrooms

The study illustrated that teachers commonly used questions in both face-to-face and online classrooms with no substantial difference. However, the distribution of question functions varies depending on the teaching setting. While the use of referential questions

remained nearly consistent in both settings, other functions showed differences in frequency. For example, while evaluative questions ranked second in face-to-face classrooms, social control questions emerged as the second element in online settings. The results do not align with the study conducted by Yusriati and Tarigan (2019), which is rooted in Long and Sato's (1983) taxonomy.

The study showed that teachers employed display questions more than referential ones. In other words, referential questions aimed to extract specific information, yet display questions primarily served the purposes of checking understanding and enhancing interest. According to Douglas Brown (2001), while display questions may not have a communicative role, they are crucial for assessing learners' understanding. Likewise, a separate study aimed to explore the prevalence of display and referential question types in English classrooms (Aprina & Andriyanti, 2020). The findings indicated that while both question types were utilized, teachers showed a greater preference for display questions. Despite Long and Sato's (1983) assertion that referential questions should be favoured in classrooms, Qashoa (2013) disclosed that over half of the questions posed by teachers were of the display type. Verbosity questions which aim to involve learners in the classroom were applied more in online classrooms. According to Thompson (1997), personal fact questions are about students' own situations and they promote learners' motivation in that they find an opportunity to talk about themselves (Thompson, 1997). Verbosity questions which serve this aim tend to arise more frequently in online classrooms.

Furthermore, in contrast to face-to-face classrooms, the frequency of expressive questions was lower. At this point, the findings align with a study conducted by Mermer (2022), who found that teachers rarely applied expressive questions which is because of the lack of interaction in online classrooms.

5.5. Functional Question Types in Synchronous and Asynchronous Classrooms

Online instruction consists of two learning models: synchronous and asynchronous. In a synchronous learning environment, educators and learners convene online to exchange information about the lesson, necessitating real-time and simultaneous participation. In contrast, asynchronous learning does not require live and simultaneous engagement, allowing learners to be independent of the teacher (Frank, 2008). In other words, they do not need to meet at the same time. The study’s findings indicate that referential questions were predominantly utilized by teachers in both synchronous and asynchronous settings, revealing no significant difference between these online environments and face-to-face classrooms.

However, in synchronous classrooms, there was a notable increase in the application of social control questions compared to asynchronous settings. Within the category of social control questions, attention and verbosity questions were employed to manage the classroom and engage learners effectively. Expressive questions, while utilized in synchronous lessons, were not observed in asynchronous classrooms, which shows that there is a lack of interaction of emotions in asynchronous lessons. The study conducted by Prasojo and Srisudarso (2021) highlights that learners tend to favor synchronous lessons, primarily due to the challenges they face in establishing direct interactions with their teachers. In a similar vein, Rochmah and R Nahban's (2021) research revealed that students express a preference for synchronous classrooms, as they feel a sense of isolation in asynchronous settings. Moreover, social control questions were employed in asynchronous classrooms, albeit not aligned with Kearsley's taxonomy functions; rather, they were employed to enhance the smoothness of video recordings. This suggests a nuanced approach to question types in the asynchronous setting, adapting them for practical purposes rather than strictly adhering to predefined instructional functions.

Memari (2020) conducted a study to find out the effectiveness of synchronous and asynchronous in teaching grammar. It was revealed in the study that both of the teachings are useful, yet synchronous teaching is more effective for learners to produce the language.

5.6 Teachers' Beliefs About Their Question Types in Face-to-face and Online Classes

The beliefs of EFL teachers regarding online and face-to-face classrooms reflect a spectrum of perspectives shaped by pedagogical preferences and experiences. Some educators embrace the flexibility and accessibility offered by online platforms, appreciating the potential for diverse instructional tools and global collaboration (Serhan, 2020). They may view virtual classrooms as catalysts for innovative teaching methods. On the other hand, traditional classrooms, with their face-to-face interactions, are valued by teachers who emphasize the importance of immediate feedback, personalized connections, and the dynamic exchange of ideas (Civelek et al., 2021).

In this research endeavour, teachers underwent interviews to unveil their perspectives on the types of questions employed in both online and face-to-face classroom settings. The findings illuminated the paramount significance that teachers attribute to questioning techniques, with a consistent application evident regardless of whether the lesson unfolded in a virtual or face-to-face environment. The questions are often posed spontaneously, without prior preparation, yet teachers expressed a keen awareness of the significance and impact of their

inquiries. The teachers emphasized that they strategically utilize questions to pique students' interest and assess comprehension levels even if they do not name the types of the questions. Similarly, the study by Şimşek and Gönen (2020) revealed that teachers demonstrated an awareness of the intent behind their questions. In other words, educators were not formulating questions arbitrarily; instead, they employed a deliberate questioning strategy to actively involve students in the lesson, inspire motivation, and prompt increased participation. Additionally, while teachers may not have been proficient in categorizing different question types, they did exhibit an understanding of the purposes and functions of questions, a sentiment that aligns with the findings emphasized by Şahin (2013).

The teachers were asked for what purposes they ask questions in their classrooms. Within EFL context, teachers underscored the critical role of questions in offering insights into students' language proficiency and knowledge. Furthermore, they highlighted that the questions they employ play a pivotal role in facilitating the production of the target language among students. Thompson (1997) underscores that the questions posed by teachers play a pivotal role in influencing learners' ability to generate more extensive and elaborate answers. Although few teachers put an emphasis on the role of questions in having an interaction, Brock (1986; as cited in Cullen, 1988) stated that teachers' questions truly influence the student interaction.

5.7. How do the Teachers' Questions Shape Students' Responses?

The dynamic interaction between teachers and students is underscored by the influential role of teachers' questions on the responses elicited from students. Especially in EFL context, it is more important in terms of arousing interest and language production of the students. Moreover, this symbiotic relationship between questioning and responding serves as a key element in the educational process, emphasizing the significance of effective communication and instructional strategies in fostering a constructive and engaging learning environment. Teachers, by skilfully deploying questions, not only assess comprehension but also play a pivotal role in stimulating critical thinking, encouraging active participation, and ultimately shaping the quality of learning outcomes for students.

In this study, referential questions, applied across various settings, are designed to prompt responses from students. The length and depth of these responses vary based on the specific nature of the questions posed. Previous research comparing referential questions with display, open, or closed questions consistently indicates that open-ended or referential questions tend to evoke more extensive answers from students, influencing their language production. The outcomes of Bozorgian and Fallah's study (2017) indicate that a specific category of

questions, referred to as referential questions, contribute to the enhancement of learners' ora proficiency in the classroom. Aimah and Purwanto (2019) also stated in their study that open and referential question types were strategically used to foster a heightened sense of critical thinking and encourage students to engage in more discerning and analytical discussions. While this study does not directly compare these question types, certain similarities emerge. For instance, both referential and evaluative questions aim to extract answers or elicit responses from learners, while verbosity questions, geared toward sustaining conversations, encourage learners to express themselves more in the target language. In contrast, attention questions, directed at managing behaviour or controlling the classroom, lack a communicative purpose or the goal of obtaining an answer.

All in all, this comprehensive study delves into the intricate dynamics of teachers' questioning practices in both face-to-face and online classrooms. The investigation reveals that, while some findings align with existing literature and the researcher's initial expectations, others present unexpected nuances.

CHAPTER 6
CONCLUSION

6.1. Summary of the Study

The objective of this qualitative case study was to explore and analyze the types and functions of teachers' questions in both face-to-face and online classrooms. The research delved into the teachers' perspectives on their questioning practices.

Through an extensive examination of functional question types, the study uncovered noteworthy patterns in questioning practices, shedding light on the nuanced differences between instructional settings. While certain results aligned with existing literature and initial expectations, others revealed unexpected variations, underscoring the complexity of the teaching-learning dynamic.

The findings indicate a consistency in the prevalence of referential questions across both face-to-face and online environments, highlighting their pivotal role in eliciting responses from students. However, the increased emphasis on social control questions, particularly in online classrooms, suggests a nuanced adaptation to the challenges posed by virtual learning settings. Teachers' beliefs about their question types remained steadfast, emphasizing the strategic use of questions to engage students and assess comprehension levels, regardless of the instructional format.

The exploration of synchronous and asynchronous classrooms further elucidated the dominance of referential questions, with synchronous settings exhibiting a heightened use of social control questions. This distinction emphasizes the importance of considering the unique dynamics of each online learning modality. Additionally, the study underscores the influential role of teachers' questions in shaping students' responses, fostering critical thinking, and ultimately impacting the quality of learning outcomes.

6.2. Implications for Teaching and Teacher Education

Examining the varied utilization of question types by EFL educators reveals numerous implications stemming from this study. This study's findings indicate that teachers predominantly relied on referential questions, demonstrating a limited use of diverse question types. While questions related to language production are given some importance, online synchronous classrooms also mostly employ questions for managing the class. Furthermore, questions used in asynchronous online classrooms seem to lack a specific purpose other than facilitating a smoother progression of video lessons.

Every teacher asserted that the purpose of their questions is to prompt responses from

students. Despite their claim of awareness regarding the question functions they pose, the reality often falls short. With the widespread adoption of online education and the prevalence of both synchronous and asynchronous classes, there is a pressing need for strategies that can motivate learners and spark their curiosity (Shi, Tong, & Long, 2021). The deficiency of interaction stands out as a significant challenge in online classrooms (Yarmand, Solyst, Klemmer, & Weibel, 2021). It is evident that teachers should formulate strategies for fostering sustained interaction with their students. For example, in asynchronous classrooms like those on EBA, which often resemble lectures, incorporating activities or quizzes becomes essential to prevent student boredom and ensure active participation (Stewart, 2021). By incorporating varied activities, teachers can create a more dynamic and participatory learning experience, ensuring that students stay attentive and actively involved in the educational content. For example, teachers should encourage discussions, peer interactions, or reflection on specific concepts to promote active learning even in the absence of real-time interaction.

The teachers seem to lack a comprehensive understanding of question types, despite asserting familiarity with them. While they apply various question types during lessons, their awareness is primarily centered on eliciting answers or assessing comprehension. There is a noticeable gap in recognizing the potential of questions to stimulate curiosity, a crucial element for both face-to-face and online settings (Şimşek & Gönen, 2020). Encouraging teachers to reflect on their use of questions and the impact on learners could be instrumental in fostering a more nuanced and effective approach to questioning in the teaching process (Yang, 2021). This reflective practice may enhance their awareness of the diverse function’s questions can serve and the broader role they play in student engagement and curiosity.

6.3. Limitations of the Study

This study encountered several limitations. Firstly, the inclusion of a larger number of participants could have provided a more comprehensive perspective. Secondly, the study's scope might have benefited from observing a greater number of sessions; currently, only six face-to-face and four synchronous online classes on Zoom were observed. Furthermore, the inclusion of two distinct settings, a public school and a private school, introduced variations in student profiles. Additionally, not all participants were available for the interview process; for instance, it was not possible to reach out to the teachers on EBA to take part in the interviews. Suggestions for Further Research

Considering the implications and limitations of the study, several suggestions for further research are offered. Future research could benefit from a more extensive participant pool to

enhance the generalizability of findings. Including a broader range of participants from various educational settings and backgrounds may provide a more comprehensive understanding. Increasing the number of observed sessions, both face-to-face and online, would offer a more thorough exploration of the nuances in questioning practices. This could contribute to a richer analysis of the varied dynamics within different instructional settings. A focused investigation involving in-depth interviews with teachers using platforms such as EBA could provide a deeper understanding of the unique challenges and opportunities posed by asynchronous online teaching. Incorporating the perspectives of students in future research could offer a holistic view of the impact of varied questioning strategies on the learning experience. Understanding how students perceive and respond to different question types would add a valuable dimension to the research.

By addressing these suggestions, future research endeavors can build upon the current study, expanding and refining our understanding of EFL teaching practices in diverse educational settings.

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APPENDICES

APPENDIX 1: APPROVAL OF MINISTRY OF EDUCATION

T.C.

ŞIRNAK VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-61543340-604.01.01-9255293520/12/2023

Konu: Tez Çalışması

(Işılay TOPLU KIZILTUĞ)

VALİLİK MAKAMINA

İlgi : Bursa Uludağ Üniversitesinin 30.11.2023 tarih ve 138416 sayılı yazısı.

Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü, Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Işılay TOPLU KIZILTUĞ'un Prof. Dr. Ayşegül Amanda YEŞİLBURSA'nın danışmanlığında yürüttüğü **"İngilizcenin Yabancı Dil Olarak Öğretildiği Yüz Yüze ve Çevrimiçi Sınıflarda Öğretmenlerin Yönelttikleri Soru Çeşit ve İşlevleri: Karşılaştırmalı Bir Çalışma"** adlı tez çalışmasını; İlimiz İdil İlçesine bağlı Oymak Ortaokulunda eğitim vermekte olan öğretmenlere yönelik gönüllülük esasına göre olmak üzere anket uygulaması; ilgi yazı ile talep edilmektedir.

Söz konusu tez çalışması ile ilgili anketin, İlimiz İdil İlçesine bağlı Oymak Ortaokulunda eğitim vermekte olan öğretmenlere yönelik gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun değerlendirilmektedir.

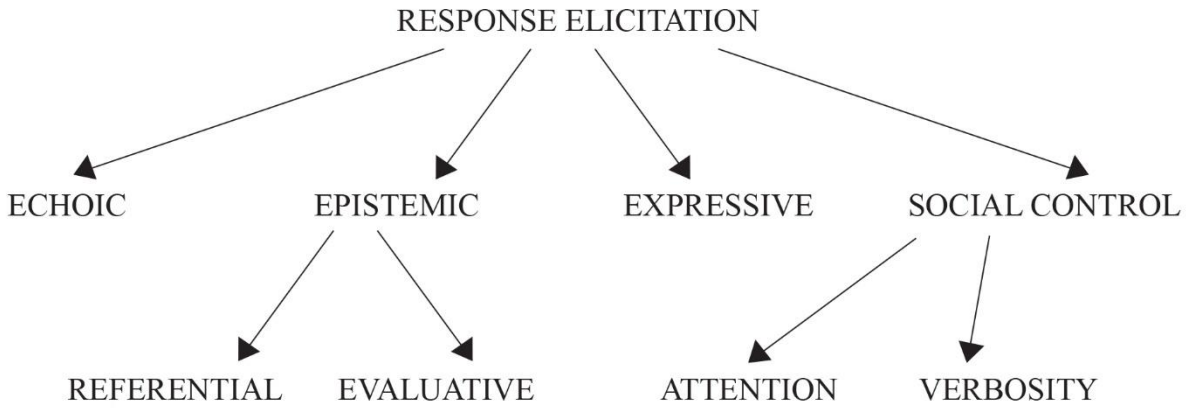
Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

İzzettin AYDIN

Milli Eğitim Müdürü

OLUR
Talha ALTUNTAŞ
Vali Yardımcısı

APPENDIX 2: KEARSLEY'S FUNCTIONAL TAXONOMY



APPENDIX 3: INTERVIEW QUESTIONS

1. What is question? Describe it in your own words.
2. How often do you ask questions to your students?
3. What is the purpose of asking questions? Which functions do you use?
4. Are you aware of the questions that you ask?
5. What is the importance of teacher questions in EFL classrooms?
6. How do teacher questioning affect learners' language development?
7. Do you think teachers' questions shape students' responses?

ÖZ GEÇMİŞ			
Adı-Soyadı	Işılay TOPLU KIZILTUĞ		
Bildiği Yabancı Diller	İngilizce		
Eğitim Durumu	**Başlama - Bitirme**		**Kurum Adı**
Lise	2010	2014	Nuh Mehmet Küçükçalık Anadolu Lisesi
Lisans	2014	2019	Gazi Üniversitesi
Yüksek Lisans	2020	2024	Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Ana Bilim Dalı
Çalıştığı Kurum	**Başlama - Ayrılma**		**Çalışılan Kurumun Adı**
1.	2019	2021	Ankara Deli Bilim Sanat Fırat İlhan Okulları
2.	2021	-	Oymak Ortaokulu- MEB
Üye Olduğu Bilimsel ve Meslekî Kuruluşlar			
Katıldığı Proje ve Toplantılar	ILTERG CONFERENCE (Instruction Giving in EFL Classrooms)		
Yayınlar:	Civelek, M., Toplu, I., & Uzun, L. (2021). Turkish EFL teachers' attitudes towards online instruction throughout the COVID-19 outbreak. *English Language Teaching Educational Journal*, *4*(2), 87-98. Civelek, M., & Toplu, I. (2021). How Likely Is It to Teach Culture in EFL Courses?-The Case of Private and State School Teachers in Turkey. *European Journal of English Language Teaching*, *6*(3).		
Diğer:			
Tarih İmza Adı-Soyadı			