

Abstract

The study aims to investigate the questioning strategies for promoting learners' participation in classroom interaction through teacher questions in the specific context of Business English Department, Faculty of Arts, Assumption University, Bangkok, Thailand.

Questioning is a dominant and pervasive teachers' behavior in classrooms. This study is initiated by the assumption that teacher questions promote students' participation in interaction thereby facilitating language learning. An open classroom observation and structured questionnaires for teachers and students were adopted as the design of this study.

Various types and effects of questions employed by teacher subjects in the department are analyzed. Questioning strategies for increasing student responses are explored. Data from questionnaires are examined.

The findings from the analyses of data collected for this study indicate that teachers' questioning is common in the classrooms. Teacher questions promote students' participation in interaction. Interactive modifications, real-life questions and divergent questions motivate students to contribute to classroom interaction to a greater extent than linguistic questions and convergent questions.

Re-eliciting questions play an important role in soliciting response when initial questions fail to receive responses from students. Increased wait-time may increase student responses.

The study suggests that language teachers should use different types of questions in a balanced way and raise success rate of questions by re-eliciting questions and increased wait-time.

There are still many issues existing in the studies on teacher questions. Further research is needed in order to better off understand and use questions in language teaching.