

بسم الله الرحمن الرحيم





شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار





بالرسالة صفحات
لم ترد بالأصل





بعض الوثائق الأصلية تالفة





Ain Shams University
Faculty of Education
Department of Curriculum
And Instruction



***The Effect of Using Some Questioning
Strategies In Teaching English On
Developing The First Year Secondary
School Students Speaking Skills***

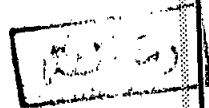
67915

THESIS

**Submitted in Fulfillment of the Requirements for
the Degree of M. A. (Curriculum and Instruction)**

By

SABER YOUSSEF MAHMOUD AL-KHULI



Supervised by

Dr. Asmaa M. Ghanem
Professor of curriculum and
instruction (TEFL)
Faculty of Education
Ain Shams University

Dr. Magdi M. Ali
Lecturer of curriculum
and instruction (TEFL)
Faculty of Education
Ain shams University

Magdi M. Ali

[Signature]

373.19
S.Y

2000

Table of Contents

Subject	Page
Abstract	1
Acknowledgment	2
Chapter I	3-15
Problem	
1.1. Context of the problem.	3
1.2. Rationale of the study.	3
1.3. The pilot study.	6
1.4. Statement of the problem.	9
1.5. Purpose of the study.	10
1.6. Background of the study.	10
1.7. Hypotheses.	12
1.8. Significance of the study.	13
1.9. Sample of the study.	13
1.10. Research tools.	13
1.11. Definition of terms.	14
1.12. Research procedures.	14
Chapter II	16-60
Review of Related Literature.	
Introduction.	16
2.1. Speaking	16
2.1.1 Toward more reality and realism in speech production inside EFL/ESL classes.	16

Subject	Page
2.1.2. Definition of speaking skills.	18
2.2 Constituents underlying speaking proficiency:	21
2.2.1. Grammatical competence.	21
2.2.2. Discourse competence.	22
2.2.3. Sociolinguistic competence.	22
2.2.4. Strategic competence.	23
2.3 Interaction as the key to improving EFL learners' speaking abilities.	23
2.4 Questioning Strategies.	24
2.4.1. Definition of questioning strategies.	25
2.4.2. Classification of questioning strategies.	27
2.4.3 Pedagogical implications for improving questioning strategies.	34
2.4.4. Background information on questioning.	38
2.4.5. Asking the right question.	39
2.4.6. Improving student generated questioning	48
2.4.7. The role of questioning strategies in developing second / foreign language learning and acquisition .	49
2.4.8. Integrating of questioning strategies and speaking .	54
2.4.9. Conclusions.	56.
Chapter 11I	61-70
Review of Related Studies	
Introduction.	61
3.1. Studies Related to using Questioning Strategies In ELT.	61

Subject	Page
Chapter IV	71-87
Method and Procedures	
4.1. Introduction.	71
4.1.1. Design of the experiment.	71
4.1.2. Objectives of the experiment.	71
4.1.3. Control of extraneous variables.	72
4.1.4. Materials.	72
4.1.5. Description of the experiment.	75
4.2. Duration of administration	77
4.3. Instruments.	77
4.3.1. Designing a questionnaire to identify the degree of importance of questioning strategies in improving the speaking skills.	77
4.3.2. Designing a questionnaire for secondary stage students needs of questioning strategies in English language learning.	82
4.3.3. Designing a pre-post listening-speaking test to assess the initial level of the sample.	83

Subject	Page
(A) Objectives of the test.	83
(B) Description of the test.	83
(C) Test instruction.	84
(D) Test administering & test reliability.	84
(E) Test Validity.	87
Chapter V.	88-98
Results & Recommendations	
5.1. Introduction.	88
5.2. Statistical tools used.	88
5.3. Results and Discussion.	88
5.4. Summary.	93
5.5. Conclusions.	96
5.6. Recommendations.	97
5.7. Suggestions for future research.	97
Bibliography.	99-108
Appendices	109-128
- Appendix A: The pilot study.	109
- Appendix B: Questionnaire about the importance of questioning strategies.	111
- Appendix C: Students' Questionnaire.	116
- Appendix D: Pre-Post test.	118
- Appendix E: The sample lesson.	119
- Appendix F: Answer key of the post-test.	125

List of Tables and Figures

Subject	Page
1- Number of pilot study students and classes.	7
2- Levels and meanings of Bloom's taxonomy.	29
3- Frequency of the degree of importance for each strategy.	81
4- Frequency of the degree of importance for each activity.	81
5- Criteria of speaking evaluation.	84
6- Correlation coefficient.	86
7- Statistical treatment of the pre-test in control & experimental groups.	89
8- Statistical treatment of the post-test in control & experimental groups.	90
9- Statistical treatment of pre and post-test in control groups.	90
10- Statistical treatment of pre and post-test in experimental groups.	91
Figures:	
1- Medium of communication	17
2- Speaking proficiency components.	21

Abstract

