



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم

بسم الله الرحمن الرحيم



HANAA ALY



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



HANAA ALY



شبكة المعلومات الجامعية
التوثيق الإلكتروني 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



HANAA ALY



Ain Shams University
Faculty of Education
Department of Curricula & Instruction

Questioning Techniques and the Development of Secondary Stage EFL Students' Speaking skills

**A thesis Submitted in Partial Fulfillment of the Requirementst for the MA Degree in
Education Curriculum & (EFL) Instruction**

Prepared by
Khalid Mohamed Taha Ali

Supervisor of English at El Nozha Educational Zone,
Ministry of Education

Supervised by

Dr. Zeinab Ali El- Naggar
Professor of curriculum and EFL
Instruction
Faculty of Education
Ain Shams University

Dr. Badr Abdel – Fattah
Lecturer of Curriculum and EFL
Instruction
Faculty of Education
Ain Shams University

Title : Questioning techniques and the development of secondary stage EFL students' speaking skills.

Author : Khaild Mohamed Taha Ali

Supervisors : Dr. Zinab Ali El- Naggat and Dr. Badr Abdel – Fattah

Institution : Ain Shams University, Department of curriculum and Instruction (EFL). Faculty of Education

Year : 2021

ABSTRACT

The present study was intended to identify the effect of questioning - techniques based program on developing speaking skills of first year secondary students . The study adopted the one group pre-posttest design and the participants were 40 secondary school students randomly selected from one of Cairo schools, named; Ahmed Orabi Secondary school for Girls. The study used the following instruments ; a list of speaking skills, a list of some questioning techniques , a pre-posttest for measuring speaking skills. The training program was based on using adopted activities from students' prescribed Text book "Hello! ". Results revealed that there was a statistically significant difference between the mean score of participants in pre - post administrations of the whole test and in each sub-speaking skill (pronunciation, fluency, grammar, and vocabulary items) in favor of the post administration. A number of recommendations and suggestions for further research were proposed in the light of the study results.

Keywords : Questioning techniques, speaking skills, secondary school students in Egypt.

Acknowledgements

At the outset, I'd like to thank Allah for His blessings, mercy and taking care of me, unless of whom this study would never be in its current form.

I am deeply grateful to Dr. Zeinab El-Naggar, my main supervisor for the help, support, and guidance without which this work would have never been completed . I really owe her a lot of gratitude. She has been always encouraging me throughout the course of my study different phases. Special thanks are also due to Dr. Badr Abdel Fatah for the help and advice he provided.

Furthermore, I would like to express my appreciation to Dr.Magdy Mahdy , and Dr.Ahmed Seif , members of the final examination committee for their acceptance to attend and participate particularly during the circumstances of Covid 19 pandemic. Their valuable comments and notes on my thesis would be taken into account.In addition, I'd like to express my gratitude and appreciation to my parents, my wife and my sons. Many thanks are also extended to my dear students for participating in the study.

Table of contents

	Page
Abstract	i
Acknowledgements	ii
Table of Contents	iii
List of Tables	vi
List of Figure	vii

Chapter One

Background and problem

1.1. Introduction	2
1.2. Developing speaking skills through questioning techniques	7
1.3. Context of the problem	8
1.4. Statement of the problem	11
1.5. Hypotheses of the study	12
1.6. Delimitations of the study	12
1.7. Significance of the study	13
1.8. Definitions of terms	14
1.9. Organization of the remainder of the thesis	15

Chapter Two

Review of Literature and related studies

2.1. The speaking skill	17
2.2. Aspects of the speaking skill	18
2.3. Purpose of speaking	19

2.4. Speaking in Efl classroom	22
2.5. Speaking Genres	22
2.6. Speaking sub-skills	23
2.7. The relationship between speaking and other skills	25
2.8. Speaking Components	28
2.8.1. Grammatical Competence	30
2.8.2. Discourse Competence	32
2.8.3. Pragmatic Competence	33
2.8.4. Strategic Competence	34
2.8.5. The assessment of the speaking skill	36
2.9. Related studies	43
2.10. Commentary	50
Questioning	
2.11. Definition and Description of questioning	51
2.12. The Importance of Questioning	52
2.13. The important of questioning in English classes	54
2.14. Teacher Questions and language Acquisition	57
2.15. Key elements of questioning	57
2.16. Strategies of questioning	58
2.17. Stages of questioning	60
2.18. The purpose of Questioning	61
2.19. Types and classifications of Questions	62
2.20. Socratic Model of Questioning	65

2.21. Wait time	72
2.22. Related studies	73
2.23. Commentary	77

Chapter Three

Method

3.1. The Experimental Design of the study	83
3.2. Participants of the study	83
3.3. Variables of the study	83
3.4. Instruments of the study	83
3.5. The Speaking skills checklist	84
3.6. Sources of the checklist	84
3.7. Content of the Checklist	85
3.8. Validity of the checklist	85
3.9. The speaking skills test	85
3.10 Preparation of the test	85
3.11. The purpose and content of the test	86
3.12. Construction of the test	86
3.13. Aim of the test	87
3.14. Reliability of the test	87
3.15. Suitability of the Test	87
3.16 Validity of the test	87
3.17. Testing techniques	88
3.18. The Scoring Rubric	89

3.19. Materials of the study	89
3.20. Questioning techniques checklist	90
3.21. The content of the Checklist	90
3.22. Sources of the checklist	92
3.23. The aim of the experimental part of the study	92
3.24. Questioning techniques – Based Training program	92
3.25. The overall aim of the program	93
3.26. The objectives of the program	93
3.27. . Content the program	93
3.28. Construction of the program	94
3.29 Teaching of the program	95
3.30. Assessment techniques of the program	96
3.31. Setting of the study	96
3.32. Duration of the experiment	97
3.33. Conclusion	97

Chapter Four

Results and Discussion

4.1. Quantitative Data	100
4.2. The first Hypothesis	100
4.3. The second Hypothesis	101
4.4. Qualitative Data	106
4.4.1. Students Reflection	106
4.4.2. The researcher's reflection	108

4.5. Discussion of the study results	109
--------------------------------------	-----

Chapter five

Summary and recommendations

5.1 Summary of the study	114
5.2. Findings of the study	115
5.3. Conclusions	116
5.4. Recommendations	117
5.5. Suggestion for further research	117
References	119
Appendices	137
A- The speaking skills checklist in its final form	141
B- The final form of the speaking test	144
C- The final form of the analytic speaking skills rubric	154
D- The final form of question quality rating rubric	162
E- The proposal program	166
F- List of Jury Members	226
G- The Arabic summary	227

List of Tables

1.1.	Functions of spoken language	21
2.1.	Examples of language skills in a ppp lesson	27
3.1.	The levels and meanings of the new taxonomy	66
4.1.	Bloom's taxonomy with examples	69
5.1.	t-test results comparing the obtained data for overall speaking skills pre-post test of the study participants.	100
5.2.	t-test results of the obtained data comparing the pre-administration to the post – administration mean scores for the study participants in the rubric section grammar”	101
5.3.	t-test results of the obtained data comparing the pre-administration to the post administration mean scores for the study participants in the rubric section of “vocabulary”	102
5.4.	t-test results of the obtained data comparing the pre-administration mean scores for the study participants in the rubric section of “pronunciation”.	103
5.5.	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “fluency”	104