EFL Teachers' Perception and Practice of Question Types in High School Speaking Classes

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Abstract

Teachers' questioning, an instructional tool, plays a pivotal role in teaching and learning process. Thus, EFL teachers are expected to understand positive effects of questioning inside classroom, especially in speaking sessions for better learning outcomes. This study was conducted through questionnaire and audio-recording partaken by high school English teachers from a rural province of South Vietnam. The obtained results show that most teachers recognize effective roles of questioning as well as questioning strategies. Low-level thinking questions for *knowledge* and *comprehension* dominate in comparision with higher-level question types, i.e. *application, analysis, synthesis* and *evaluation*. Meanwhile, *rephrasing* and *repeating* questions are major teachniques used in questioning by most teachers. Thereby, it ends up with some pedagogical implications.

Keywords: EFL, English teacher, question, questioning, speaking

INTRODUCTION

With the advent of globalization, English has been considered as a common language for communication and its vital role has been confirmed in most social fields, especially in education. Also, teaching and learning EFL have gained more and more consideration, especially in Vietnam. According to Richards (2005), success in language learning can be certainly evaluated through how well learners feel they have improved in their language speaking proficiency. Hence, a majority of teachers and textbooks focus on specific features of oral interaction such as topic management, turn–taking, and particularly questioning strategies to create conditions for oral interaction. Moreover, Lee (2006) claims that one extensive strategy used for interaction in language classroom is teacher questioning, a form of teacher talk. Obviously, among various factors effecting language classroom, teacher questions are essential to foster learner speaking ability. Thus, this requires EFL teachers know how to offer interactive learning environments in which learners have more opportunities for language use through responding and expanding questions in classroom activities.

However, in current Vietnam situation, particularly in some high schools in the Mekong Delta of rural areas, it appears that the implementation of questions by many teachers is limited or questions have not been properly used in EFL classrooms, especially in speaking classes, which require more interaction between teachers and students or students and students. For example, questions cannot foster interaction between the teacher and students or questions only focus on factual information that can be memorized rather than ask for deeper understanding. Consequently, the limitation of questions or ineffective questions causes both missing opportunities to encourage students to use the target language and students' difficulties in responding, which discourages students to interact and communicate. Although, there have been a number of previous studies on types and functions of questions during instruction, there is still little research on teacher perceptions and implementation of question types in EFL speaking classes, especially in Vietnam. For this reason, the current study was conducted to raise awareness of teachers' questions use in educational aspects.

Research aims

The current study aims to gain insights into high school teacher perceptions of roles of question types in their EFL speaking classes. Also, it aims to investigate what question types they actually use in classroom activities. As such, the research results will help raise teachers' awareness of roles of question types, and in one way or another consciously improve their questioning techniques for better learning outcomes.

LITERATURE REVIEW

What is a question?

It is generally known that *questions* are the most familiar form of interaction between teachers and students in instructional settings. There has been a variety of pedagogical research conducted to acknowledge questions as a critical part of classroom interaction. Thus, the concept of question is defined in various ways. According to Lynch (1991), a *question* is characterized as an utterance with a particular illocutionary force such as inquiring, ordering or asserting to seek information. A question is likely to be a linguistic expression used to ask for information in the form of a request and search for someone's information in the form of a response. Furthermore, Richards (1996) and Crowe and Stanford (2010) support that teacher questions tend to be all types and structures of utterances which are considered as one of the instructional tools for not only eliciting learner responses but also checking comprehension and developing their new ideas before, during and after instruction. Generally, teacher questions inside classroom may be an effective strategy in order to stimulate learner interest, encourage their thinking, participation, learning, and so forth.

Types and functions of questions

The research on *display/close-ended* and *referential/open-ended* questions is implemented by Hargreaves (1984), Brock (1986), Tsui (1995), Roth (1996), Nunn (1999), Lee (2006), etc. For *display/close-ended questions*, they assume that display questions refer to questions whose answers have already been known by the teacher and its primary purpose is to allow the students to call for the information or display their knowledge of language in the form of short and simple responses.

This type of questions has formed at least the parameters for student answers and is likely to be one of the features of teacher talk in classroom instruction. *Referential/open-ended questions*, by contrast, are genuine questions for which the answer has not been known by the teacher in advance. Also, these questions demand more thoughts, reasoning and judgment from learners.

Bloom's Taxonomy (1956) is believed to be one of the most popular systems for classifying questions. Bloom's Taxonomy has six levels of cognitive processing including *knowledge, comprehension, application, analysis, synthesis*, and *evaluation*. According to Marzano (1993), the categories in Bloom's Taxonomy are ordered from simple to complex and from concrete to abstract or it is best to divide Bloom's Taxonomy into lower-order and higher-order questioning in which lower-order questions derive from *knowledge* and *comprehension* levels asking students for factual information, while the other levels belong to higher-order questions requiring students to use their higher order thinking or reasoning skills. With higher order questions, moreover, students use their knowledge and understanding to solve, to analyze, and to evaluate. Thus, it has been assumed that the Taxonomy represents a cumulative hierarchical framework; that is, mastery of complex category is based on mastery of simpler prior ones (Krathwohl, 2002).

Most educators readily agree that effective questioning can be used as a pedagogical tool to improve language teaching and learning. Particularly, Nunan (1999) emphasizes that learners should be given the maximum number of chance for language use in meaningful contexts and situation through interaction between teacher and learners or among learners. Fortunately, Brown (1994) assumes that questions, especially effective questions, can contribute to stimulating students' interaction in language classroom where students do not have a great number of tools or materials. Thus, some questioning techniques or strategies include (i) prepare questions carefully before class; (ii) phrase questions clearly and specifically; (iii) ask questions regarding their level of proficiency and the topics; (iv) provide students with sufficient time after each question; (v) vary the person who responds to the questions; (vi) give feedback for each student's answer and correct errors; (vii) use

questions that encourage wide student participation; (viii) encourage students to make questions.

Previous studies related

Albergaria-Almeida (2010) investigated classroom questioning in terms of teacher perception and practice. The participants included 3 secondary school teachers and 45 students in grade 8. To explore teacher questions use, a two-month course about classroom questioning was developed and implemented. Teachers were interviewed and asked to audio-record their own class before and after the course. The study focused on three themes: classroom discourse pattern, cognitive level of teachers' and students' questions, wait time. The result study showed that teachers lacked awareness and knowledge of the way they structured and processed their questioning. In particular, most questions used were at the lower-level of Bloom's taxonomy. It was teachers who dominated in questioning rather than students and did not spend enough time waiting for students' responses.

Toni and Parse (2013) conducted a study investigating classroom interactions between the teacher and six EFL students at the age of 13 and 14 in Tehran. The research aimed to discover what types of questions teachers use to engage students and the frequency of questions posed in classroom through randomly recording and transcribing three sessions. The research was based on questions categorized by Bloom's taxonomy. The results indicated that lower-level questions are a great help in consolidating learners' understanding, guiding them toward brainstorming, thinking about subject matter and drawing conclusions.

The study by Yuhui and Sen (2015) aimed to investigate and analyze (1) what types of questioning and feedback teachers use inside classroom, (2) which types of questions students prefer, and (3) how they affect students' self-confidence and anxiety in a university in China through in-class observation, recording and questionnaires. The result shows that display questions (lower-level questions) and referential questions (higher-level questions) are the two most frequently used by teachers which can improve the quality of classroom teaching and interactional activities, as well as to develop students' communicative competence.

Meanwhile, Ngan (2016) conducted a study exploring teachers' perceptions and practice of using questions to promote critical thinking skills. This study involved 20 teachers teaching in two schools in Vietnam. The data was collected through questionnaire, audio-recording and interview. The result reveals that most teachers perceived the crucial role of question types stimulating learners' critical thinking skills. However, their practice was not correlated with their perceptions.

Clearly, a number of previous studies have been done to investigate the impacts of types and functions of questions in enhancing learners' learning outcomes, but more evidence in the field from various areas should be provided. Therefore, the current study was conducted to find out more about what teachers perceive the benefits of questions, what types of questions are used, and the frequencies of questions in speaking classes in high schools in Dong Thap Province, a rural area in South Vietnam.

METHODS

Research instruments

Questionnaire

The questionnaire (see Appendix) was based on theoretical framework and the results of previous studies on positive effects of questions during classroom instruction. It was divided into three main clusters with 22 questions: ten items (from 1 to 10) in the first cluster aiming at investigating teacher perceptions of question roles, the next ten items (from 11 to 20) to find out their perceptions of effective questioning in speaking classes, and the last two questions (21, 22) to discover how teachers implement question types.

The questionnaire was first reviewed by several experienced colleagues and then piloted with 15 EFL teachers in 2 high schools in Dong Thap Province through email within a week. The result was computed to confirm the reliability of the questionnaire through the aid of Statistics Package for the Social Science (SPSS 22.0 for Windows); the Reliability Analysis on 20 items of two first clusters was acceptable ($\alpha = .705$).

Audio-recording

Audio-recording was applied to collect the data for the implementation of questions in classes. Ten speaking sessions of grade 10 taught by 5 high school EFL teachers were randomly tape recorded; each session lasted 40 to 45 minutes (see Appendix 2 for one sample recording transcription). The current textbook used throughout Vietnam for grade 10 (high school) is *Tieng Anh 10* (Hoang et al., 2015). To assert that the interaction between the teacher and students could be as natural as possible, students were not aware of being recorded. This instrument aimed to gain further information than the data from the questionnaire. Especially, transcription results could be considered as a precise evidence for how teachers practice questioning in their actual teaching including teachers' use of question types and frequencies. As soon as the transcription was completed, it was sent to the class teacher (i.e. who taught the class at the time) for back-checking.

Procedure of data collection

To collect data, questionnaire copies were originally delivered to 150 teachers of EFL, but only 101 of them from 14 high schools in Dong Thap Province, Vietnam sent back the completed questionnaires, and only five of them agreed to join the session recordings. All the participants shared similar background knowledge (Vietnamese-speaking teachers of high school EFL, aged 30–45 years, with more than 5 years' teaching experience) and highly evaluate the positive impacts of questions in teaching and learning process.

It was conducted within 12 weeks (from December 26th, 2016 to March 20th, 2017) as follows:

Research activities	Instruments	Outcomes	Timeline
1. Designing questionnaire	Questionnaire	Initial version	Week 1- 2
2. Piloting questionnaire	Questionnaire	Feedback from colleagues Piloting results	Week 3 - 4
3. Delivering and collecting questionnaires	Questionnaire	Hard-copies	Week 5 - 6
4. Collecting data by audio-recording	Audio-recording	Recording files	Week 7– 10
5. Analyzing and synthesizing data	SPSS 22.0 Transcribing Back-checking	Results obtained	Week 11-12

FINDINGS AND DISCUSSIONS

Questionnaire findings

Teachers' perceptions of question roles

Table 1. Mean score on question roles

Cluster1: question 1 – 10	N	Min.	Max.	Mean (M)	SD
Question roles	101	3.50	5.00	4.28	.32

The results from *Descriptive Statistic Test* demonstrated that teachers had positive attitudes towards question roles. Also, The *One sample t-test* was run to test whether or not their mean was significantly different from 4.0. The sample mean *(*M=4.28*)* was significantly different from 4.0, (*t*=8.575, *df* =100, *p*=.000*)*. The result supports the conclusion that teachers' perceptions towards question roles are positive.

Teachers' perception of effective questioning

Teachers' perception of effective questioning was also analyzed by the *Descriptive Statistic Test* and the *One Sample t- Test*. The results of the *Descriptive Statistic Test* are represented in table 2.

Table 2. Mean score on effective questioning

Cluster 2: Question 11 - 20	N	Min.	Max.	Mean (M)	SD
Effective questioning	101	2.70	4.80	4.1	.37

From Table 2, it can be seen that the mean score was high (M=4.1), and was significantly different from the average score of the study (M=3) through the result of *One Sample t- Test (t=-4.047, df=100, p=.000).* Therefore, it could be concluded that the participants highly perceived effective questioning.

Question types used by teachers

Question 21 indicates how often teachers used question types in speaking classes. Based on the frequency scales, their options were coded in the frequency range from 1 (hardly ever), 2 (occasionally), 3

(sometimes), 4 (often), 5 (normally) to 6 (usually). The results of the Descriptive Statistic Test-frequency are displayed in table 3.

Table 3. Mean score on six types of questions used

Types of questions	N	Min.	Max.	Mean (M)	SD
1. Knowledge	101	4.00	6.00	5.83	.40
2. Comprehension	101	1.00	6.00	4.02	1.47
3. Application	101	1.00	4.00	2.67	1.08
4. Analysis	101	1.00	4.00	2.58	.89
5. Synthesis	101	1.00	4.00	2.00	0.97
6. Evaluation	101	1.00	5.00	2.83	1.49

As shown in table 3, the frequency of question types in speaking classes was not the same. Of all the question types, *knowledge* questions were *usually* used (M=5.83) just followed by *comprehension* questions (M=4.02). The rest of question types (M below 3) were only sometimes or occasionally used.

Teachers' perception of questioning strategies

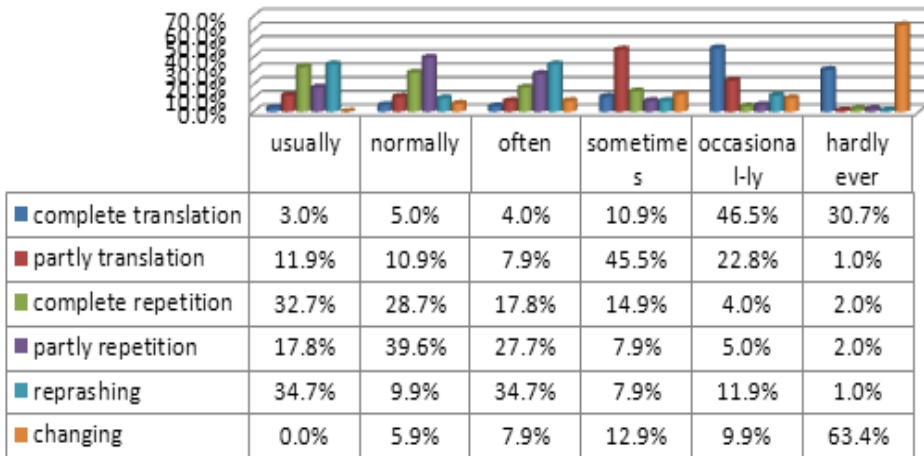|	usually	normally	often	sometimes	occasional-ly	hardly ever
■ complete translation	3.0%	5.0%	4.0%	10.9%	46.5%	30.7%
■ partly translation	11.9%	10.9%	7.9%	45.5%	22.8%	1.0%
■ complete repetition	32.7%	28.7%	17.8%	14.9%	4.0%	2.0%
■ partly repetition	17.8%	39.6%	27.7%	7.9%	5.0%	2.0%
■ reprashing	34.7%	9.9%	34.7%	7.9%	11.9%	1.0%
■ changing	0.0%	5.9%	7.9%	12.9%	9.9%	63.4%

Figure 1. Descriptive statistics on questioning strategies (Question 22)

Based on the descriptive statistics right above, questioning strategies such as *rephrasing, complete repetition* and *partly repetition* were applied more often than other strategies. In particular, nearly 35% teachers noted that they *usually* rephrased the questions and completely repeated the questions which their students did not catch up with. Meanwhile, *sometimes* translating partly was also high with more than

45%. On the contrary, *complete translation* and *changing* were not considered as teachers' questioning strategies in regular use. Especially, 63.4% teachers *hardly ever* changed the questions and more than 30% only *occasionally* translated the question completely.

To sum up, the questionnaire results reveal that most EFL high school teachers highly perceived the effective roles and functions of questions in teaching speaking. Regarding question types, a majority tended to use lower-level questions rather than higher-level ones. And to help students understand their questions well, most teachers emphasized some questioning strategies such as *rephrasing, repeating* questions completely or partly.

Audio-recording findings

As mentioned above, after collecting the data from the questionnaire, the researchers were allowed to audio-record randomly ten speaking periods of five classes of grade 10 by five EFL teachers (voluntarily), two males and three females teaching in three high schools in Dong Thap Province, Vietnam. The recording aimed to gain further information than the data from the questionnaire and could be used as: an actual evidence for what types of questions teachers used and the frequency of these question types as well as the target of teacher's questioning in speaking sessions.

Question types used

Questions in audio-recording were counted and multiple-coded (except questions for management and confirmation). For example, "what is a new kind of zoo?" or "When was the first world cup held?" can be considered as *Knowledge* questions; "Could you describe a new kind of zoo in your country?" as a *Comprehension* question; "What do you think about the ocean today?" or "why do you think ....?" as *Analysis*; "What is your idea?" or "Do you agree/ disagree" as *Evaluation*; "How can we do to protect the ocean?" as *Application*. The result of the data analysis of question types and their frequency is displayed in table 4.

Table 4. Frequencies of question types used

Question types	Frequencies	Equivalent percentage
Knowledge	46	35.9%
Comprehension	45	35.2%
Application	14	10.9%
Analysis	10	7.8%
Synthesis	2	1.6%
Evaluation	11	8.6%
Total	**128**	**100%**

Table 4 shows that, during instruction, all six types of question were raised by 5 joint teachers in 10 speaking sessions. However, it is clear that the frequency of these question types was not equivalent. The number of questions at lower-level such as *knowledge* questions (46 out of 128), and *comprehension* (45 out of 128) surpassed higher-level questions.

Among questions, knowledge questions were found to be the most frequently posed in the target classroom (35.9%). This question type frequently appeared at the beginning of the lesson with the purpose of recalling the facts such as "What did we learn last period?"; getting students' attention and their interest like "Do you enjoy watching movies?" or "what kinds of film do you often watch?"; brainstorming students' knowledge like "How many kinds of music do you know?" or "How many kinds of film have you seen?"; building up their knowledge and leading to the new topic or subject matter with "List some actions which we should do or shouldn't do to protect the ocean", etc.

Comprehension question type ranked second (35.2%). This question type aimed to check students' understanding the middle and final speaking stages, such as "How about you?" - "which do you prefer, cartoon films or horror ones?" or "what did we learn today?" etc. Application, evaluation, and analysis questions ranked third, fourth, and fifth respectively. Synthesis questions were found to be the least posed in EFL speaking classes.

Subject-target questions

Table 5. Frequencies of subject-target questions

Total	Whole class		Pairs/groups		Individual	
	N	%	N	%	N	%
128	45	35.4	51	39.8	32	25

In terms of subject-target questioning, as can be seen from Table 5, there was no quite difference of question frequencies for the whole class, pairs/ groups or individual. Expectedly, although questions for the whole class often appeared at the beginning of the lesson, questions for individual dominated during the lesson, taking up 39.8%. Besides getting all students' attention to the instruction through general questions, teachers assumed that interaction between a teacher and a student was effectively initiated through specific questions or higher level questions, which explained for the reason why the number of questions raised for individuals was higher than those for pairs/ groups or the whole class during instruction. For example:

Teacher: *Do you think animals may develop, feel happier in this kind of zoo*?

Class: ...*yeah*....

Teacher: *Could you tell me the reason?... Phuc, please*.

Individual:...*the reason is that...animals can live in their natural habitat*.

Questioning strategies

In most speaking sessions, general questions or complex questions were rephrased and changed into specific or simple ones when teachers did not receive the answers from students after repeating the question. In other words, rephrasing was one of the questioning strategies frequently used to help students understand and respond, for example:

Teacher: *What do you think about the ocean today*?

Students: ???

Teacher: *What do you think about the ocean?... Is the ocean clean or polluted*?

Students: *polluted.*

Teacher: *Good. And what makes the ocean polluted*?

Students: *People*

Teacher: *Uhm ... What makes the ocean polluted?...Rubbish? ... yes or no*?

Students: *Yeah, rubbish.*

Teacher: *Rubbish and what else*?

Students: *waste....*

Moreover, it is found out that translating (into Vietnamese) was also a tool for clarifying questions when repeating or rephrasing was unsuccessful, for example:

Teacher: *What is a new kind of zoo*?

Students: ....

Teacher: *What is a new kind of zoo, class*? *What do you know about a new kind of zoo?*

Students: ....

Teacher: *Tram, please. Have you ever heard about a new kind of zoo*?

Student (Tram): *a new kind of zoo*???

Teacher: *Yeah.., a new kind of zoo....**loại hình sở thú mới**...*

As we can see from the above example, the first question was slowly repeated and rephrased by using another form but the question could not receive an answer from the whole class or a specific student. Hence, the teacher decided to translate some new words into Vietnamese to make sure that all students could understand the question. This is also considered one of the positive ways for clarifying when the teacher realizes that the matter is too new for students to answer. In general, modification techniques are proved helpful in keeping the instruction interactive and if teachers know enough about the strategies and techniques of modification, he or she will be able to cope with non-responded questions more effectively.

CONCLUSION AND IMPLICATION

Findings from the questionnaire and audio-recording show that most teachers highly value the significance of the roles and functions of questioning as well as questioning strategies in teaching and learning process. Moreover, in the audio-recording, questions are often raised for the whole class rather than for pairs/groups or individuals. Besides, in questionnaire, teachers assume that it is prerequisite to plan questions with specific purposes and questioning must require both low and high critical thinking level. In actual practice, however, it is obvious that most questions were used in the form of lower critical thinking level, including knowledge and comprehension questions for the whole class while there were only some questions in form of higher level critical thinking for individuals. This is in line with such previous studies as Albergaria-Almeida (2010), Toni and Parse (2013), and Ngan (2016). The reasons for this can be that knowledge and comprehension questions are accordant with most high school students' EFL proficiency and that these question types are considered to be one of the effective tools for providing comprehensible input, building up students' knowledge and generating interaction between the teacher and students in EFL classes. Besides, for questioning strategies, teachers attempt to make students understand questions well through repeating, rephrasing before translating when repeating or rephrasing was found ineffective, which has been not addressed in the previous studies. In other words, this is another major contribution of the current study.

Although questioning forms only one part of good teaching, it is also the most commonly used instructional strategy in classroom, especially in EFL speaking classes. Therefore, for students to reap maximum benefits from questioning, teachers require to develop awareness of ways of enhancing questioning techniques. First, teachers ought to think about how questions can be constructed and implemented to develop students' learning outcomes. Second, low-level questions may come first as a foundation for higher-level ones, i.e. the former should not be an end in questioning techniques. Third, the latter should be used in one way or another for making students get used to beneficial challenges, which they might face in real life. It is worth mentioning that in almost all classes, some students can answer higher-level questions as long as they are properly formed. Finally, teachers are

recommended to plan, pose, and repair questions to ensure that questions are sufficiently understandable and increase student-teacher and student-student interaction.

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APPENDIX 1

QUESTIONNAIRE

Section A: For each of the following statements, please answer by putting a tick (✓) in a box. According to the following scale: **SA** (strongly agree), **A** (agree), **N** (neutral – Neither agree nor disagree), **D** (disagree), **SD** (strongly disagree).

(1) Your perception of the role and the frequency of questions in speaking classes

No	Questionnaire items	SA	A	N	D	SD
1.	Questioning plays a vital role in speaking classes					
2.	Proper questions may facilitate teaching speaking skills					
3.	Good questions have positive effects on learners' learning in speaking periods					
4.	Suitable questions can create active learning environment					
5.	Clear questioning can help train students' listening skill					
6.	Asking questions properly may ease students into the target topics					
7.	Effective questions can stimulate students' interaction of a topic or issue					
8.	All question types can encourage students' thinking abilities					
9.	Appropriate questions can evaluate learners' learning					
10.	Questions appear in pre-, while- and post-speaking in speaking classes					

(2) Your perceptions of effective questioning in speaking classes

No	Questionnaire items	SA	A	N	D	SD
11.	Questions should be carefully planned before the lesson					
12.	The types, forms and structures of questions should be varied to provide students with comprehensible input.					
13.	Questions should be raised regarding the topic of the lesson					

14.	Questions should be raised regarding students' language proficiency					
15.	Students' understanding of questions raised by teachers must be ensured					
16.	Many different questions can be asked at once					
17.	Teachers do not need to wait for students to think and formulate responses					
18.	Questions should be used to require low level thought processing					
19.	Questions should be used to require high level thought processing					
20.	Questions must encourage learners' contributions in class					

Section B: Your perceptions of types and functions of questions in speaking classes

21. Which types of questions do you often use in speaking classes? Put all of these types of questions listed below in the order of priority from 1(most) to 6 (least).

Question types	Explanation and examples	Language functions	No
Knowledge question	**Students are asked to tell what they know or remember** Ex: *Do/ Does...? What is …? Where is….? Who …?* *(Do you know anything about Olympic Games?)*	Wh-words, Choose, Select, Find, Match, Name, Label, Show, Recall,…	
Comprehension question	**Students are asked to demonstrate understanding of facts and ideas** Ex: *Do/ Does...? What is meant by…? Can you describe…?* *(Does the text provide something about the author's life)*	Compare, contrast, illustrate, demonstrate, rephrase, show, classify,…	
Application question	**Students are asked to use what they learn in another way** Ex: *What would happen if..? If you were…? What is a new example of…? How..?* *(How do you apply a computer for your English learning?)*	Apply, organize, plan, build, contrast, develop, make use of, solve, model, …	
Analysis question	**Students are required to look at something closely to find out more about it** Ex: *Why do you think…? What*	Analyze, discover, infer, examine, survey, test for, relationship,…	

	inference can you make…? How can you…? *(Can you analyse the problems of overpopulation people have been facing?)*		
Synthesis question	**Students are asked to put ideas or parts of things together** Ex: *What ways could…? How could we…?* *What is the possible solution to…? Imagine…* *(what ways could we protect our environment?)*	Create, combine, imagine, design, formulate, predict, invent, compile,…	
Evaluation question	**Students are asked to tell if something is right or wrong, good or bad.** Ex: *Do you agree / disagree…? Why do you think…? What is better..? What is your opinion…? Decide if…* *(Do you agree with the saying "music makes people more optimistic"?)*	Decide, evaluate, criticize, recommend, agree, defend, opinion, appraise, disprove,…	

22. What should teachers do when students do not understand the question? Put all of these types of questions listed below in the order of priority from 1(most) to 6 (least).

    ☐ Completely translate the question into Vietnamese _____

    ☐ Partly translate the question into Vietnamese _____

    ☐ Completely repeat the question _____

    ☐ Partly repeat the question _____

    ☐ Rephrase the question _____

    ☐ Change the question _____

    -

    Other(s)_____

APPENDIX 2

TRANSCRIPTION OF ONE AUDIO-RECORDING (FIRST SESSION)

Session 1: Teacher A/ class 10A...
Date: 07-2-2017
Unit 9: UNDERSEA WORLD (pp.94-97, Textbook: *Tiếng Anh 10*, Hoang , 2015)

1. Teacher (T): ***What do you think about*** the ocean today?
    Class: ....(silent)
2. T: ***Is the ocean clean or polluted? And why?***
    Class: polluted
3- T: Yeah...polluted and ***what makes*** the ocean polluted?
    Class: people
    T: People?.... what makes the ocean polluted?
    Class: ....
    T: Điều gì làm đại dương bị ô nhiễm?
    Class: rubbish
4. T: rubbish and ***what else***?
    Class: waste
5. T: Yeah...***In your opinion, what should we do to*** protect our ocean?
    Class: ....
    T: Theo các em, chúng ta nên làm gì để bảo vệ địa dương của chúng ta?.............Tram, please?
    Individual(Tram): We should play rubbish and plastic bags in dustbins (from textbook)
6- T: good...and ***what shouldn't we do to*** protect the ocean?.... another person, please?
    Individual (Khanh): We shouldn't fish for species....
T: Good, we shouldn't fish for species that are limited, threatened or endangered. Thank you. ...
7. T: Huynh, please.... ***Could you list some*** activities for protecting our ocean?
    Individual (Huynh): .....
    T: Sit down Huynh..........Who volunteers?
    Individual (Duy): we should use water sparingly and shouldn't pollute it.
    T: Excellent, now...look at your book on page 97...task 1...these are some actions for protecting our oceans.
8. T: ***What does "dispose of" mean***?
    Class: loại bỏ
9. T: ***What is meant by*** "pesticide"?
    Class:....
    T: pesticide is a chemical which is used to kill insects.
    Class: thuốc trừ sâu.

10. T: Good, I would like you to work in pairs and ***number the activities*** for protecting the oceans in task 1 in order to the priority or importance....five minutes for you.

   (after five minutes for discussion)

11. T: what is your answer, Tin and Hoa? ***What is the most important*** activity for protecting the ocean?

   Pair: our answer is: 1-a; 2-b; 3-e......

12. T. good, thanks for your answer...and ***Do you agree with*** your friends' ideas, Giang?

   Individual: Yes, but I think "activity C" is the most important

13. T. Ok, thanks for your opinion....now...***Could you tell me some*** threats to the health of the oceans?

   Class: ....

14 T. ***Could you offer some*** problems which our oceans are facing?

   Class:.........

   T. Duy, please.

  Individual: I think people make the oceans full of garbage and endangered species are over-hunted.

15 T. Good job. Similar to your ideas, in task 2...there are four threats to the health of the oceans. Work in groups of four, ***discuss and find out*** the consequences that might occur and offer some possible solutions.

   T: So, tell me what you are going to do in group?...Minh...

   Individual: We are going to find the consequences and offer solutions for the threats.

   T: Yes, thanks. Let's start...ten minutes for you.

   (after ten minutes)

16. T: Group 1, please. ***What is your idea about*** the consequence and the solution for threat number 1?

   Group 1: We think this makes the ocean polluted and sea plants and animals are at risk.

   T: good, and how about the solution for this threat?

   Group 1: I think we should clean beaches and tell other people not to litter them.

   T: Thanks group 1. What else?... another group....Do you have other ideas?

   Class: no...

   T: Ok, continue the second situation....group 2, please. Tell me what you have discussed.

   Group 2:................

   (The teacher encourage all groups to give ideas)

17. T: Now all of us have talked about the consequences and solutions for protecting the ocean. Look at again, you have two minutes to prepare and then *report to the class what your group has discussed.*

    T: Who volunteers? Group 4, please....well come group 4, class.

    Group 4: we think...........

    T: your report has enough information we need. Thanks group 4.

18. T: So, *tell me what we can learn from the lesson today?*

    Individual: We know that our oceans are polluted and sea plants and animals are in danger. Also, we find out some solutions for the problems.

    ....