24

THE IMPACT OF TEACHER'S QUESTION TYPES ON LEARNERS OUTCOMES

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Abstract: *The study aimed to determine the impact of teachers question types on learners' outcomes. The study followed the experimental method and used the pre-post-test as a tool to gather the data from the study sample. The sample of the study included (20) eighth grade English teachers and their students from schools of the Zarqa Directorate of Education. The results shows that learners' outcomes due to (group) in favour of experimental group, which reveals that teacher questions types has a positively impact on learners' outcomes. The researcher recommended teachers to use different types of questions with different levels to encourage students to critical and creative thinking.*

Keywords*: Teacher's question types, Learners outcomes****.***

Introduction

Youth - the future of the state. The potential of young people - it is an opportunity and the ability of various groups to carry out a set of social and professional roles and functions in society, actively and creatively to treat themselves, society, and the natural and social environment. An important role in the formation of the youth potential plays an educational potential of the younger generation, which is regarded as a set of knowledge and skills enabling to deal with certain type of professional activity (Krylova, 2012).

All countries have committed themselves to ensure equal opportunities, accessibility, appropriateness, quality and effectiveness of education for its citizens (Wasanga, Ambia and Mwai, 2010). Educational potential of the younger generation is determined by the level and quality of education, its general, professional or other special orientation (Krylova, 2012). Quality teaching is a major factor contributing to increase in the interest of children in school attendance. Education should focus primarily on the process and learning outcomes (Wasanga, Ambia and Mwai, 2010).

In order to ensure the competitiveness of students in the 21st century teaching and learning processes should be designed to meet the requirements for human resources of the future, namely, the ability to think independently, solve problems and make innovative and practice-oriented solutions (Wasanga, Ambia and Mwai, 2010). The level of education is determined by student's performance, depending on various factors of socio-psychological and socio-pedagogical character, as well as the mental and physical characteristics of the personality of the student (Krylova, 2012). Finding ways and means improving the quality of education in general and the quality of education in particular - the subject of much educational research. Meets the criterion quality is also an important principle of the design of new training technologies. Assessment of the quality of education is a difficult task due to the huge number of variables affecting it (Fila & Pliss & Yatskiv, 2009).

Researches about the necessity survey students in the class begin since the days of Socrates (Cotton, 2007). Control is a very important part of teaching; when properly used, it can contribute to achieving the ultimate goals of education. It is impossible to overstate the importance of making decisions about how and when to assess the knowledge and abilities of your students. There are various options for

the control students. It may be oral survey or written questions - questions and tests (Case & Swanson, 2002).

Theoretical framework

The factors of academic performance

There are many factors that could somehow or other affect the academic performance of students. These are factors which depend on (Slovak & Ledenkova, 2010; De Maio et, al., 2005; Mushtaq & Khan, 2012):

- the school or University (quality of teaching, degree of computerization and use of modern technologies and active methods in teaching process, ensure by educational and scientific literature, a clear system of monitoring and assessment of academic performance, provision of methodical manuals, equipment and quality of classrooms)
- the personality of the student (intellectual abilities of the student motivation to learning awareness of choice a specialty, discipline, physical health and social and emotional wellbeing, maternal and neonatal health)
- environmental factors (living conditions, food conditions, relationships with peers and parents, etc.)

Methods of verbal questioning

Today, survey methods are of interest to researchers and practitioners because of the need to find the most modern teaching methods. Studies show that the survey is the second most popular teaching method after lecture (Cotton, 2007; Wilen, 1991).

A question is any sentence that has an interrogative form or function. In a classroom teacher's questions include training tips and information for students, what they should do and how (Riegle, 1974). Objectives of teachers' questions are diverse and include: the development of pupils' interest to the subject, the assessment of training students and checking homework or independent work, the formation of critical thinking skills, the generalization of knowledge acquired in previous lessons, to stimulate the desire of students to acquire knowledge on their own (Cotton, 2007), to stimulate student participation to conduct a review of materials previously read or studied; to stimulate discussion of a topic, issue, or problem; to involve students in creative thinking; to diagnose student abilities; to assess student progress; to determine the extent to which objectives have been achieved; to control student behavior; to personalize subject matter; and to support student contributions in class(Wilen, 1991).

Every question possess some properties: function level - specific cognitive or affective levels; dynamic level - openness and closeness of the question; difficulty level - complexity and challenge to the student; interest level - intentness, concert and curiosity stimulated; feasibility level - student's ability to process the question (Wilen, 1991).

There are several classifications of questions in literature (McComas & Abraham, 2007; Qashoa, 2013). The systematic divides questions into four quadrants: low and high cognitive, with converging or diverging design (McComas & Abraham, 2007). The first allow the student to recall verbatim or paraphrase previously has been read material, while the high cognitive make the student mentally repeat reviewed information and give the answer in terms of logical conclusions and evidence (Cotton, 2007; Wilen, 1991). Convergent or "closed" question has a short answer, requiring a small amount of information already received without using of creative thinking. Divergent or "open" questions require not only the application of the knowledge gained in the classroom, but also from other areas, as well as the use of creative thinking (McComas & Abraham, 2007). Another classification of questions as follows (Hamiloğlu, 2012):

- Yes / No questions
- Questions with short answer
- Open questions

- Display questions (questions requesting information already known to the questioner)
- Reference questions (requesting new information)
- Creative questions

According to another classification of questions the first type includes questions relating to the reality, which is start with the word "what". The second type includes the questions of withdrawal and they begin with the words "why" and "how." In turn, they are divided into the open, where there is more than one answer, and closed questions, when there is only one correct answer. The third type includes open-ended questions that do not require any withdrawal. And the last type - communication questions, which would monitor behavior of students. In addition, question "what" may be a matter of withdrawal, and not a matter of reality (Qashoa, 2013).

Technique of survey has not been changed too much in the last 100 years, due to the lack of a sufficient number of high-quality studies proving the benefits of a particular method (Wilen, 1991; McComas & Abraham, 2007). Methods of questioning include (Wilen, 1991):

- planning of key questions
- question should be clear and precise so as not to lead to student confusion
- adaptation issues to the level of the student's abilities to increase the understanding and therefore the probability of a correct answer
- questions should be given logically and consistently
- questions should be set at different levels for diagnosis potential for a higher level of thinking that will give students the opportunity to use the knowledge and engage in creative thinking
- developing a plan for follow-up questions to clarify previous responses that encourages students to expand their answers
- giving enough time for students to think about the answer

The questions that teachers ask in classroom facilitate the understanding of how students learn and what should be added to training program. Methods used by teachers to interact with students, based mainly on experience (Wilen, 1991). Knowing when to use different types of questions is an important skill for teachers (Moyer & Milewicz, 2002).

Methods of written questioning

The primary purpose of testing is to discuss about what you think is the most important. The tests are a powerful motivating factor, and the students will learn exactly what they think will be assessed. Monitoring also helps to fill the gaps in education, encouraging students to a wide independent reading and active participation in the learning process. Since tests have a strong effect on process of training, it is necessary to develop such tests, which will contribute to the achievement of learning objectives. Implementation of tests which evaluate only the memorization of isolated facts makes the students "to bone up" books. Objectives of testing are: to tell students what kind of material is an important, to create the students motivation to study, to find gaps in knowledge that need correction or additional study, to determine the final assessment and decide to move to the next course, to find the weaknesses of the curriculum/training course (Zhelnin & Kudinov & Belous, 2012). Classification of tests of multiple choices includes two broad categories of tests:

- Tests "true / false" - the questions where need to select all answers which are applied
- Tests with one the best answer - questions which require to choose one the best answer

Categories of issues, "True / False" and "The Best Response" confront examinees completely different task. The first require the examinee to select all answers that are "true". In such test tasks that examinee must decide where to draw the distinction: to what degree the answer must be "faithful" to select it as the "faithful." Despite the fact that this problem requires additional decision (comparing with assignments with one best answer), this additional solutions may not be associated with knowledge. Too

often, examinees have to guess what the teacher meant in the test because of the answers are neither completely true nor completely wrong. Since the examinees have to select all the "right" response options, tests the format of "true / false" must meet the following requirements:

- Conditions tasks must be clear and unambiguous.
- Possible answers must be either absolutely true or absolutely wrong; usage of shades unacceptable.

Questions with the one best answer exactly determine the number of answers to choose. They are the most widely and frequently used format of multiple choice questions and consist of condition of task, main question and a series of 5 answers (usually one correct answer and four distractions). Well-constructed questions with one best answer satisfy the rule, "closed answers" - the possibility to answer the question without seeing the answers (Case & Swanson, 2002).

Traditionally, the test items are classified by the thought process that needs to answer the question (reminding, interpretation, or solution, memory, recall and reasoning). It is believed that the test items on the recall tests knowledge of certain facts. Tests on the interpretation require examinees to summarize some of the information (often presented in the form of table or graph) or to come to any conclusion. Tests, that evaluate the ability to solve problems of the situation, require examinees to take some action. It is believed that the interpretation of the test tasks and problem solving skills involve "higher order" than to remember memorizing factual information. Unfortunately, it is very difficult to determine the thought processes required to respond to the test task, since they depend on the overall preparation of the test and the content of the tests (Mayorov, 2001).

Tests of the Expanded Choice are the tests with multiple-choice questions, organized into blocks that use a single list of answers for all the test items in the block. Correctly composed block of the Expanded Choice questions combines of 4 components: the subject; the list of answers; the question; and the conditions of at least two test items. Format of Choice N variants similar to the format of tests of extended choice; the main difference is that the examinee is invited to choose the 2, 3, 4 or 5 choices from the list (Case & Swanson, 2002).

In addition, there are other variants of tests for students. Such as for example (Perova, 2015):

- task matching that consist of a list of lettered names and numbered list of words or phrases. The examinee must choose a name that is most appropriate for each word or phrase
- complex task matching where each task is composed of three categories, marked with the letter and the five numbered situations. The student must choose a category, which is associated with 4 out of 5 situations and indicate a situation that does not refer to this category
- complex test tasks of format "true/false", consisting of the question and four possible answers, one or more of which were correct answers
- tests comparing and contrasting of two signs consisting of a list of names identified by the letters followed numbered list of words or phrases. For each numbered test task examinee must decide whether the correct answer is A, answer B, both answers are correct (variant C), or all the answers are wrong (variant D)
- tests with multiple correct or incorrect answers, based on an analysis of relations and consisting of sentences with two main parts: the approval and the reason for this assertion. The student must choose A, if both variants - true approval and the reason - a true explanation of this assertion; B - If both variants are correct approval, but the reason is not a true explanation of this assertion; C - if the assertion is true, and the reason - incorrect application; D - if the assertion is false, and the reason - a true statement; E - if the assertion and the reason - incorrect statement. Is believed that for correct answer to this task, you must have skills in reasoning and understanding of the basic principles
- tests of comparison consisting of paired statements describing two objects, which must be compared quantitatively. The student must select A, if A is greater than B; B, if B is greater than A; and C, if both

are approximately equal.

- Tests of variation parameters with respect to each other contain a pair of phrases that describe conditions or quantities that may vary with respect to each other. The examinee must select A, if both phrases have a direct connection (i.e., increase or decrease the parameter in the first sentence accompanied by an increase or decrease in the second parameter); B if phrases have feedback (i.e., an increase or decrease in the parameter of the first leads, respectively, to decrease or increase the parameter for the second); C, if the parameters of both phrases vary independently).

Interpretation of survey or testing results

The basis of any educational institution is a triad consisting of the curriculum, teaching methodology and assessment of results activities. And evaluation is one of the critical elements of it. Evaluation of the results of training plays an important role in increasing the efficiency and sustainability of any education system (Wasanga, Ambia and Mwai, 2010).

An equally important aspect of testing students' knowledge is the interpretation of survey or testing results. Criteria can be classified as relative and absolute. Relative criteria based on the results shown by the group, yielding the test. Examinees "pass" or "not pass" the test, depending on how they have shown good results relative to the other participants of the test group. There is no comparison of the examinee's results relative to others members of group, to determine the absolute criterion. Resolution "passed" or "not passed" in this case is determined only by result of the examinee. Moreover, all examinees can pass the test or all cannot pass it
(Case & Swanson, 2002).

Important of the study

Currently, a good education is a very important aspect of life. Thus, the study of the learning process and its results is necessary for the creation of contemporary models of educational programs that will lead to the improvement not only of the level of education in general, but also strengthen the capacity of professional oriented youth.

Objective of the study

Objective of the research was to determine the impact of teachers question types on learners' outcomes.

Problem statement

The quality of education the factor affects the academic performance of students. Moreover, one of the criteria of the level of teaching is a student survey. This study intends to explore the teachers question types and their impact on academic performance through the analysis of data collected from different schools.

Questions of the study

This study aims to explore the types of questions, which are used by teachers in the class and their impact on students' outcomes. The study is based on the following question: What is the impact of teachers question types on learners' outcomes?

Definition of terms

Learners' outcomes: the sum of skills or competences which have been acquired in education and training (Hillen & Aprea, 2015, 77). In this research, it defined as the success of training or academic performance of students - the degree of coincidence of actual and planned results of educational activity. A measure of academic achievement in favor of learning achievement assessment, expressed in absolute terms, in percentage or some other form.

Teachers question: The instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it (Cotton, 2001). In this research, it defined as one of the methods of evaluation of students' outcomes that are divided into oral and written,

which in turn have many classifications.

Literature review

Gilson, et., al (2014) explored the types of follow-up questions frequently asked by three teachers at a small, urban elementary school in the Northeastern region of the United. The results indicated that the teachers asked a variety of follow-up questions accessing both higher- and lower-level thinking during reading conferences with students whose reading levels varied. The results also revealed that the identified follow-up question types maybe helpful in supporting other elementary reading teachers to expand their repertoire of questions to ask students during discourse around text.

Qashoa (2013) investigated the types of questions teachers' and their impact on the interaction in the classroom in three secondary schools in the UAE. All the teachers took part in this research were Arabs from various nationalities educating in a public secondary schools. Their teaching experience in educating EFL about 10-17 years. Students that took part in this research were national students aged 16-18, learning English for more than 10 years. There were 3 groups of students: (17 females from science section; main task to watch short video and read an extract about an ornithologist; 18 males from science section; main task read an extract about agriculture in the Arabic world from certain information; and 21 females, lesson "youth curfew programs"). It was found that the display questions are used more often than the reference questions. In this regard, the author recommends the use of reference questions most frequently, which would increase communication skills of students.

In the study of Shahrill (2013) was reviewed the literature which concentrated its attention on mathematics teacher verbal poll, analyzing the role of questions and discover to which extent it may lead for efficient teaching and "reports on the effects from teacher questioning on gender and social class". In the result of the research it was revealed that efficient examination skills were linked with students' attainment in mathematics. "It is the teacher's main criteria to ensure that they become effective teachers by asking higher level process-type questions in class. Allow students to explain and elaborate more on the correct answers given and encourage students to ask questions back to the teachers. Using questions as part of a tool in teaching will motivate and challenge students and moreover, promotes classroom interaction."

The work of Farahian & Rezaee (2012) is kind of research for analyzing the questions which are used by EFL teacher with minimal/no experience. For this research was chose MA student teaching EFL (without being warned about subject of the research) and 15 students aged 17-21. The data of the research consisted of 5 audio-tapes of English lessons. All of tapes were made by same teacher. After that it was an interview with EFL teacher. The number of questions was 160 in 5 sessions. During the test it was revealed that display/coded and yes/no questions were used more often than referential/opened question, which according to the authors may be due to inexperience of the teacher. In addition, the answers for the questions consisted of single words or simple phrases. In addition, it was discovered "that in order to let the EFL learners produce syntactically longer responses to the questions and get them involved in interaction with higher levels of cognitive interaction, teachers should give them enough background regarding the issue he is asking questions about".

Mushtaq & Khan (2012) in their study, which was conducted on private colleges in Rawalpindi and Islamabad found that communication, learning facilities, proper guidance and family stress, are the factors that affect the student performance. The first three showed the positive impact on the student performance and the family stress showed the negative impact on the student performance but the significant level is high. Therefore, it is indicated that the communication is more important factor that affects the student performance.

The examination was made by 11 student-teachers of State University of Istanbul, education faculty, ELT dept. For the research 2 schools were observed: (primary and secondary level: the average number of pupils in 1 class - 20, just primary level: the average number of pupils 28). In this work were

used quantitative and qualitative methods. The result showed that converged questions used most frequently (52 from 98). "As this type of questions generally include Yes/No, short answer and display type questions, over use of convergent questions are not favored in EFL".

The aim of the research of Farooq, et, al., (2011) was to investigate various factors affect the progress of pupils of secondary school in the capital of Pakistan. The participants of the study were pupils of the 10th grade (300 females and 300 males). In the examination was used questionnaire for collecting information about various factors connected to progress of pupils. The pupils' progress was analyzed according to result of yearly exam of 9th grade. The result showed that "the higher level of SES is the best indicator contributing towards the quality of students' achievement. Family characteristics like socio economic status (SES) are significant predictors for students' performance at school besides the other school factors, peer factors and student factors. Parental education also has effects on students' academic performance. Parental occupation has little effect on their child's performance in studies than their education".

Wong (2010) aimed at investigating the taxonomy of question-types, their appropriate application by teachers, and their effectiveness in helping students understand the correct lesson objectives in Hong Kong EFL classrooms. The data was collected using classroom observations, teacher in-depth interviews, and student interviews. Results indicated low-cognitive questions were common, and knowledge-based questions were most frequently used for teaching vocabulary or confirming student understanding. The results showed that high-cognitive questions, which generate practical English use, were rarely used. The results also indicated that teachers used questions inefficiently to manage the classroom or stage lessons.

Obeidat & Al-Arood (2010) investigated the levels of classroom questions most commonly used among social studies teachers and how they direct it and deal with student's answers. The not taking card was distributed on (35) both male and female teachers who teach social studies in Dear Ala in Jordan and that was by observing to situations for each teacher. The results showed that the most level that was commonly used by teachers was remembering and memorizing and understanding and the least commonly used was evaluative and creative questions. The teachers do have some skills in directing questions in an acceptable degree.

Wasanga, Ambia and Mwai (2010) investigated school management factors that are likely to impact on achievement. The study utilized a random sample of 328 schools in Kenya's provinces, where (25) pupils in each of the sampled schools were selected to participate in the study. The results revealed that the best academic performance showed by the students who learned by the teachers - women with a high level of education, years of experience, with a relatively small load, trained on courses in teaching centers.

The study of Cotton (2007) aimed to determine the connection between pedagogues' classroom interrogation actions and diversity of students' progress containing attainment, retention and the level of learners' involvement. The data of the present study were taken from 37 research documents, 21 of them - correlation or experimental studies, 13 - reviews, 1 - announce the results of studies and reviews, 2 meta-analysis. The result showed that the presence of a survey at the lesson allows achieving objectives in the learning process faster, students respond better to the questions about the theme they are known in advance, to the oral questions - better than the written. Also, according to the author opinion, increase in the frequency of questions does not affect the quality of learning of more complex material, and asking questions before reading and studying material is more effective for senior students who are more interested in the subject, while small children, in this case, tend to focus only on material that will help them answer the questions.

The research of Capalongo-Bernadowski (2006) aimed to define the influence of middle school studies pedagogues' questionnaires on students' outcomes. The participants of the research were 2 social studies pedagogues from city middle school, western Pennsylvania. The researcher served as the main

observer. For the research 4 social studies texts were selected, each one of them was taught to the learners during 45 minutes. As a result, it was revealed Pedagogues began to expand the classroom discussion. They started to think about the instruction to ameliorate their methods for students' betterment. In final, learners "generated questions began to find a place in the classroom discourse with peer collaboration is at the heart of the classroom community". The evidence showed that the difficult process of understanding the text of social studies was done more efficiently due the QtA (Questioning the Author) interference which two teachers used. In final, learners' understanding of text became better; "their engagement with text increased, and their willingness to ask and answer questions greatly augmented".

Hamdan (2002) identified the questions which female EFL teachers of the tenth grade asked in their classrooms in Al-Mafraq First Directorate of Education, where (17) females was participated in the study. The results showed that asked 6 types of questions: Wh-, Yes/No, True or False, Discuss, Define and Multiple-Choice questions. There is a significant difference among teachers' questions types due to teachers' experience in favor of the middle group. Most of the teachers regardless of their experience concentrated on wh-questions rather than the other five types. One-third of teachers' questions was wh-questions while the least number of questions went to the Multiple Choice Questions. More than half of the teachers' questions, regardless of their experience, were memory questions while the least number of questions went to divergent questions.

Method and Procedures

The study followed the experimental method for exploring impact of teacher's question types on learners' outcomes. And use the pre-post-test as a tool to gather the data from the study sample.

Participants of the Study

The population of this study included all eighth grade teachers in Directorate of Education for the Zarqa Directorate of Education year (2015-2016). The researcher chose schools randomly. The schools are one of Zarqa Directorate of Education schools. (20) English teachers and their students were chosen randomly to be the sample of the study. And the teachers was appointed randomly into two groups; the control group which had (10) teachers, and the other experimental group which had (10) teachers and its' member were attended to workshop about the types of questions that teachers used in their class room.

Table 1. Distribution of the Participants in the Study

Group	Teacher		Students
	Male	Female	
Control	5	5	240
Experimental	5	5	240
Total	20		480

Design of the study

The study used experimental design for investigating the impact of teacher's question types on learners' outcomes. A cognitive test was used as a study tool to measure the learners' outcomes. The experiment of the study was conducted for 3 weeks during the second semester of the academic year 2016/2017 at schools in Zarqa Directorate of Education.

The participants of the study were assigned randomly into two groups (one experimental and one control). The participants of the experimental were subjected to workshops for English teachers about the use of different types of questions in the classroom and the skills of using different types of questions posed by the teacher in the classroom while the control group was not subject to any training program. A pre-test was administered for the students of teachers in the two groups (experimental and control) to assure that the groups have the same competency level in English language. The same test was administered as a post-

test, and scores were analyzed after applying the treatment to ascertain whether the teacher's question type's workshop had any influence on students' outcome in the experimental group.

Table 1. Design of the study.

Group	Pre-test	Treatment	Post-test
Experimental (Student)	Cognitive test	The types of questions	Cognitive test
Control (Student)	Cognitive test	-	Cognitive test

Instrument of the Study

A cognitive test was prepared by the researcher to measure the students' outcome in English language. It included 27 questions; each question take (1 mark) if it correct and (0 mark) if it incorrect; Total mark = 27.

The cognitive test was given to (6) EFL university specialist is methods of English language teaching. They were asked to evaluate the test with regard to clarity, accuracy and validity of the test. Their suggestions and comments were considered.

The reliability of the test was verified through a pilot study of 20 students which were not included as sample of the study. The reliability coefficient of the cognitive test was calculated by using Cronbach Alpha. The test-retest was also used on the pilot study with a two weeks period between the test and the re-test. The reliability coefficient for the test-retest was 0.88 and 0.85 for Cronbach Alpha which are acceptable for the purpose of this study.

Procedures of the Study

The following procedures were followed:

1. The researcher had got the approval of Zarqa Directorate of Education to conduct the study.
2. The cognitive test were built and its validity and reliability were verified.
3. A pre-test was applied for experimental and control groups (students' of teachers who are members in experimental and control groups).
4. The experiment was administered on Zarqa Directorate schools by organize workshops for English teachers about the use of different types of questions in the classroom for 3 weeks.
5. After the application process, the researcher applied the post-test on the control and experimental groups (students' of teachers who are members in experimental and control groups).
6. The data was collected and analyzed to reveal the results and then proposed recommendations in the light of the results.

Statistical Treatment

To answer the study question, SPSS program was used. Mean scores and standard deviations of the pre-post tests were calculated for experimental and control groups. To investigate the equivalence between groups Two-way ANOVA on the pre-test between was used. Analysis of Covariance (ANCOVA) was used to find whether there were any significant differences between the mean scores of the post-test between the experimental and control groups to determine the impact of teachers question types that are being used by teachers in the classroom on students' outcomes.

The results and Discussion

This part presents the findings of the study that aims to explore the impact of the types of questions, which are used by teachers in the classroom, on learners' outcomes.

Equivalence of Groups

This study was conducted to investigate the impact of the teacher's question types that are used by

teachers in the class on learners' outcomes. In order to achieve the objectives of this study, a pre-test was administered to the participants to make sure that there were no significant differences on the students' outcomes pre-test between the experimental groups and the control group. Table (2) shows the means and standard deviation of students' outcomes on the pre-test in academic

Table 2. Means and Standard Deviation of Students' outcomes on the Pre-test by Group

Group	Gender	pre	
		Mean	Std. Deviation
Experimental	Male	11.63	5.45
	Female	12.38	5.91
	Total	**12.01**	**5.69**
Control	Male	11.44	5.05
	Female	12.01	5.22
	Total	**11.73**	**5.13**

* Out of 27

Table (2) revealed that the mean scores for both the experimental and the control groups were very close. The mean scores of the experimental group were 11.63 and 12.38 for male, female respectively; the mean scores of the control group were 11.44and 12.01 male, female respectively. It is concluded that students' means scores students' outcomes were almost equivalent on the pre-test before applying the experiment to find **whether** these differences were significant, the (Two-way ANOVA) test was used as stated in Table (3).

Table 3. Results of (Two-way ANOVA) of Students' Pre-test Scores in students' outcomes

variables	Sum of squares	D.F	Mean Square	"F" value	Sig
group	9.633	1	9.633	0.329	0.567
Gender	52.008	1	52.008	1.775	0.183
Errors	13979.825	477	29.308		
Corrected Total	14041.467	479			

Table (3) shows that there were no statistically significant differences in the significance level (0.05) on the students' outcomes pre-test due to the variable (group) where F value reached (0.329) at significant level (0.567). The results shows that also there were no statistically significant differences at the significance level (0.05) on the students' outcomes pre-test due to the variable (gender) where F value reached (1.775) at significant level (0.183).

According to these results, there was existence of equivalence between the two groups on the pre measurement.

The questions study: What is the impact of teachers question types on learners' outcomes?

To answer this question, means and standard deviation for pre- test and post-test mean scores were calculated due to group and sex, and Analysis of Covariance (ANCOVA) were used to explore significant differences between the experimental and control groups in posttest measurement, the existence of measurement of pre companion variable, table (4) show that.

Table 4. means and standard deviations of the two measurements (pre - post) and means adjusted

Group	Gender	pre		post		means adjusted
		Mean	Std. Deviation	Mean	Std. Deviation	
Experimental	Male	11.63	5.45	21.31	5.84	21.32
	Female	12.38	5.91	20.93	5.20	20.90
	Total	**12.01**	**5.69**	**21.12**	**5.52**	**21.11**
Control	Male	11.44	5.05	17.53	6.49	17.06
	Female	12.01	5.22	17.53	6.49	17.52
	Total	**11.73**	**5.13**	**17.28**	**5.92**	**17.29**

* Out of 27

Table (4) shows that there were differences between the two measurements, pre-test and post-test for control and experimental groups. To explore if there any significant differences of students' mean score between the experimental and control groups Analysis of Covariance (ANCOVA) test was applied and effect size Square by value (Eta) was extracted. Table (5) shows that.

Table 5. The results, Analysis of Covariance (ANCOVA) to explore significant differences for learners' outcomes between the experimental and control groups in post-test measurement, and measure the effect size Square (Eta)

variables	Sum of squares	D.F	Mean Square	"F" value	Sig	effect size Square(Eta)
group	1751.319	1	1751.319	53.250	0.000	0.101
Gender	0.061	1	0.061	0.002	0.966	0.000
pre	24.505	1	24.505	0.745	0.388	0.002
Errors	15622.128	475	32.889			
Corrected Total	17432.800	479				

Table (5) shows that there are a statistical significant differences at the level of ($\alpha \leq 0.05$) for learners' outcomes due to (group), F value was (53.250) by sig (0.000) in favor of (Experimental) Group by mean (21.11), but (control) group mean score was (17.29). The total effect size Squared (Eta) reaches (0.101), this is due to the types of questions that are used by teachers in the classroom, and there influence on learners' outcomes. The results revealed that there were no statistical significant differences at the level of ($\alpha \leq 0.05$) for learners' outcomes due to (Gender) where F value was (0.002) by sig (0.966). Moreover, there were no statistical significant differences at the level of ($\alpha \leq 0.05$) for academic performance due to (pre-test) where F value was (0.745) by sig (0.388).

The results reveal that teacher questions types has a positively impact on learners' outcomes. These results were attributed to the planned and well-organized workshops, which included topics about the skills and experience of using different types of classroom questions that must be posed by the teachers and how the teacher should be planned to use it properly. The teachers cannot be able to lead their teaching roles effectively unless they administer the variety of questions types and the use the correct questions formulation. The teacher's skill in the formulation questions enables them of being able to identify the actual educational level of their disciples, allow their students to understand what was taught to them,

identify the weakness and strengths of their students, helping to cure any defect occurs in the educational process, and realize the active participation of students during classroom. Classroom communication between the teacher and his students highly depends on questions posed by the teacher during the lesson, which allows students to be always in a positive attitude and to participate in progress of the lesson and revealed its facts; it is also a means of formative evaluation. A formative evaluation helps the teacher to recognize the students' ability to achieve the objectives of teaching, in addition to that the planned questions it posed by the teacher in the classroom are a good source of exam questions that will be applied to students in the future, and this is reflected in the students' achievement in outcomes. Qashoa (2013) found there were apositive impact of the types of questions teachers' on the interaction in the classroom in three secondary schools in the UAE. Shahrill (2013) study revealed that using questions in teaching will motivate and challenge students and promotes classroom interaction.

Recommendation

Based on previous findings, the researcher recommends the following**:**

1. Teachers need to use different types of questions with different levels to encourage students to critical and creative thinking
2. Research suggests that the educational institutions and the educational supervisors should focus on perfecting teacher of using various question types skills and how to deal with students' questions.
3. The need to train English language teachers on using of the question types skills, and skills of how to formulate question types in correct way.
4. Teachers' manuals should be included topics about using of different types of questions, which help teachers to choose the appropriate types for each lesson.
5. Conduct a further studies related to the types of questions used by teachers during the class and make comparisons between them.

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