

**THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF
SOCIAL STUDIES IN GRADE SEVEN**

by

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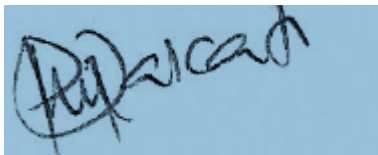
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DECLARATION BY STUDENT

I, Phumzile Patience Vilakati, declare that THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN is my own work and that all the sources I have used or quoted have been indicated or acknowledged by means of complete references. I further declare that I submitted the mini-dissertation to originality checking software.



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SIGNATURE

DATE: 11 January 2021

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DEDICATION

I dedicate this study to my husband, Godfrey Aghanenu, mother Norah Shongwe and children, Nomkhosi, Mlandvo and Phindiqhawe for their unflinching support in the course of my studies. They deserve much more than gratitude.

KEY TERMS

The following terms were used in the study:

- Critical thinking
- Classroom dialogue
- Dialogic education
- Metacognition
- Questioning
- Taxonomy of knowledge
- Teacher-learner interaction
- Teacher-student (T/ S) model of communication
- Wait time

LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
BEd	Bachelor of Education
CBE	Competency-based education
EETSP	Eswatini's Education and Training Sector Policy
GDP	Gross domestic product
IRE	Initiation response evaluation
MoET	Ministry of Education and Training
NEC	National Education Commission
PTD	Primary Teachers Diploma
SES	Socio-economic status
SGD	Sustainable development goals
UNESCO	United Nations Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
ZPD	zone of proximal development

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ABSTRACT

This study explored teachers' effective use of questioning as a teaching strategy in Social Studies in grade seven within a primary school in the Kingdom of Eswatini (formerly known as Swaziland). The advent of free primary education has brought about large class sizes, but the desire to produce quality education persists. The literature distilled in the study showed that, although a considerable body of studies has established that questioning in the classroom helps direct learning, many teachers fail to utilise it as such. Those who endeavour to use it succeed in engaging their learners, and this results in teaching effectiveness and good outcomes for their learners. The study employed the interpretive paradigm because of the in-depth nature of the investigation. It therefore was a qualitative study that used observation and in-depth semi-structured interviews to gather data and attain the objectives of the study. It was a case study in which four Social Studies teachers took part. Observations were made for at least for 60 minutes in each classroom. Field notes were taken and later analysed. Individual interviews were conducted with the teachers. The results of the study showed that teachers did not use questions to direct teaching and learning, and had no knowledge of the concept of wait time. They also said that they had not been taught questioning strategies in their pre-service teacher training. This was consistent with the literature. Though research shows that questioning promotes effective teaching, the studies reviewed indicated that few teachers use it as an instructional tool. The implications derived from the present study are therefore that pre-service teacher training has to be improved to cater for such important topics as classroom questioning. Also to be improved is further professional development. There is a significant need for action at the macro- and micro-levels of the educational system towards improvement. The actions at the micro-level will be determined by diligent policies designed and executed at that level, that is, the level of the school.

DIE GEBRUIK VAN VRAAGSTELLING AS 'N ONDERRIGSTRATEGIE: 'N GEVALLESTUDIE VAN SOSIALE WETENSKAPPE IN GRAAD 7

OPSOMMING

Hierdie studie verken onderwysers se benutting van vraagstelling as onderrigstrategie in Sosiale Studies in Graad 7 by 'n primêre skool in die koninkryk Eswatini (voorheen Swaziland). In weerwil daarvan dat gratis primêre onderrig groot klasse tot gevolg het, moet gehalteonderwys steeds nagestreef word. Volgens die literatuur wat geraadpleeg is, toon talle studies dat vraagstelling in die klas regstreekse leer bevorder. Onderwysers wat vrae aan leerders stel, gee doeltreffend onderwys omdat hulle leerders betrek, en sodoende 'n goeie uitkoms behaal. Desondanks pas min onderwysers hierdie strategie toe. Op grond van die aard van hierdie ondersoek, is 'n vertolkende paradigma gevolg. In hierdie kwalitatiewe studie is data deur waarneming en halfgestruktureerde onderhoude ingesamel. Elke klas is vir minstens 60 minute waargeneem en veldaantekeninge is gemaak wat later ontleed is. Vier onderwysers wat Sosiale Studies onderrig, was deel van die gevallestudie. 'n Onderhoud is met elkeen gevoer. In hierdie studie is bevind dat die onderwysers geen vrae in die klas gestel het nie. Hulle het ook nie die begrip van wagtyd geken nie, aangesien hulle nooit in vraagstellingstrategieë opgelei is nie. Dit verklaar bevindings in die literatuur dat min onderwysers vraagstelling in die klas gebruik. Vraagstelling moet dus deel van onderwysers se opleiding uitmaak. Hierbenewens moet die professionele ontwikkeling van onderwysers aandag geniet. Voorts is dit noodsaaklik dat die onderwysstelsel op sowel mikro- as makrovlak verbeter word. Ingryping op mikrovlak sal deur die uitvoering van beleid op skoolvlak bepaal word.

SLEUTELBEGRIPPE

- Klaskamerdialog
- Kritiese denke
- Dialogiese onderrig
- Metakognisie
- Vraagstelling

- Taksonomie van kennis
- Onderwyser-leerderwisselwerking
- Onderwyser-student- (O/S) kommunikasiemodel
- Wagtyd

KUSETJENTISWA KWEKUBUTA NJENGELISU LEKUFUNDZISA: SIFUNDVO SEKUHLOLA SE-SOCIAL STUDIES KULIBANGA 7

SICAPHUNO

Lesifundvo sihlose kusebentisa ngemphumelelo inchubo yekubuta njengelisu lekufundzisa ku-Social Studies kuLibanga 7 ngekhati kwesikolwa semabanga laphasi Eswatini (lebeyatiwa ngeSwaziland ngaphambilini). Kufika kwemfundvo yamahhala yemabanga laphasi kwente kwekutsi emaklasi agcwale kakhulu, kodwa sifiso sekukhucita imfundvo leyikhwalithi siyachubeka. Ilitheretja lebuyeketive esifundvweni ikhombisa kwekutsi, nanobe umtimba lobantana wetifundvo utfole kwekutsi inchubo yekubuta eklasini isita kucondzisa kufundza, bothishela labanyenti bayehluleka kukusebentisa ngendlela lefanele. Laba labetama kukusebentisa bayaphumelela ekumbandzakanyeni bafundzi babo, futsi loku kuholela ekufundziseni ngemphumelelo kanye nemiphumela lemihle kubafundzi babo. Lesifundvo sisebentise umcondvo lohumushako ngesizatfu seluhlobo lolujulile lwekuphenya. Ngako-ke bekusifundvo sebunyenti lapho kusetjentiswe khona kubuka kanye nekubuta lokungakahleleki ngalokuphelele lokujulile kugcogca idatha kanye nekutfolela tinjongo tesifundvo. Kuhlanguyele bothishela labane beSocial Studies kulesifundvo sekuhlola. Luhlelo lwekubuka lwentiwe lokungenani imizuzu lengema-60 eklasini ngalinye. Kutsatfwe emanotsi futsi ahlatywa ngemuva kwesikhatsi. Kubutwe bothishela ngamunye. Imiphumela yesifundvo ikhombisa kwekutsi bothishe abakasebentini imibuto kucondzisa kufundzisa nekufundza, futsi bebanganalwati ngemcondvo wesikhatsi sekulindza. Baphindze baphawula kwekutsi abakafundzisiswa emasu ekubuta ekucecesheni kwabo kwangaphambi kwekufundzisisa. Loku bekufanana ngelitheretja. Nanobe lucwaningo lukhombisa kwekutsi kubuta kugcugcutela kufundzisa ngemphumelelo, letifundvo letibuyeketive tikhombisa kwekutsi bothishela labambalwa bakusebentisa njengelithuluzi lekuyalela. Imiphumela letfolwe kulesifundvo samanje kutsi kucecesha kwabothishela kwangaphambi kwekufundzisa kumele kwentiwencono kute kufake tihloko letifana nekubuta eklasini. Loku lokumele kwentiwencono kuchubeka ngekutfufukiswa kwalobucwepheshe. Kunesidzingo lesikhulu sesinyatselo etigabeni letincane kakhulu nasetigabeni letincane teluhlelo lwemfundvo ngasekwentenincono.

Letinyatselo esigabeni lesincane titawuncunywa nguletinchubomgomo letihlelwe futsi tasetjentiswa kuleso sigaba, lekusigaba sesikolo.

EMATHEMU LAMCOKA

- Inkhulumiswano yaseklasini
- Kucabanga lokubucayi
- Imfundvo yetingcogco
- Kucondza kusebenta kwengcondvo
- Kubuta
- Intsela yelwati
- Kutsintsana kwathishela nemfundzi
- Indlela yathishela - yemfundzi (T/S) yekuchumana
- Sikhatsi sekulinga

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This research centres on the use of questioning in a school in the Kingdom of Eswatini's Manzini Region with a view to encouraging and improving teaching. There is no known evidence in primary schools in the Kingdom of Eswatini of how teachers use the art of questioning to engage learners when it comes to facilitating learning. Over the years, studies have shown flaws in the effectiveness of the Kingdom of Eswatini's school system (World Bank, 2006). The country does not have a well-defined framework for testing the skills that teachers can learn before they begin teaching (Ministry of Education, 2012). Inspectors also do not provide teachers with sufficient professional development guidance, with the consequence that they continue to work in the same way over the years (Khumalo, 2013). The present research investigates the degree to which questioning abilities are used to boost classroom learning (see World Bank, 2006). Having been a teacher for many years and having read questioning literature for some time, the researcher has come to observe that teachers are most often in a rush to complete the text-book-based syllabus. This hurry prevents teachers from engaging their students in a conversation.

1.2 BACKGROUND TO THE RESEARCH

The Kingdom of Eswatini is a landlocked Southern African country with a gross domestic product (GDP) of US\$ 3161 million. On average, 7.8% of government spending is allocated to Education, one of the highest amounts in Africa. The allocated expenditure for education in the 2020/ 2021 fiscal year was 15.3 % of the overall budget, a 7 % decrease from the previous year (Lewis, 2019). In 1975, most of the educational objectives originated from the report of the National Education Commission (NEC). This report held that the greatest asset of a nation is its human capital (Government of the Kingdom of Eswatini, 2011).

A document entitled *Our children first* defines the education development strategy of the country, which has as its goal the formation of a population of lifelong learners with innovative minds (Ministry of Education, 2012). Despite these lofty ideas on how education should operate, it is known that the education system in the Kingdom of Eswatini has not been as effective as it should be (Khumalo, 2013). Competency Based Education (CBE) was launched in 2019 in an attempt to strengthen teaching and learning so that school leavers have sufficient lifelong survival skills (Government of the Kingdom of Eswatini, 2018).

The Kingdom of Eswatini is a lower-middle-income nation. Its 51.5 Gini coefficient shows that it suffers from the world's tenth highest income disparity, reflecting large household income inequalities. A total of 58.9 % of the population subsists on less than US \$1.25 a day (World Food Programme, 2020). In the past three decades, the Kingdom of Eswatini has made some improvements; one of its major problems, however, is the 26 % HIV prevalence among 15-49-year-olds, the highest in the world. The large share of youth in the country's population nonetheless offers a window of opportunity for high growth and a reduction in poverty. Even though there is some evidence of improvements, the government needs to invest in the human capital development of its youth in order for this opportunity to result in accelerated growth. A method required for adequate human development is good quality teaching, of which is an important part of the art of questioning (Lewis, 2019). This is particularly significant in the light of the decelerated growth rate stemming from the global recession and the country's vulnerability to high commodity price volatility (Fowler, 2019).

Teachers have been described as 'professional question-askers,' and history records great teachers in terms of their unique questioning capacity, such as the Greek philosopher Socrates (Caram & Davis, 2005). In the words of Walsh and Sattes (2016), teachers ask questions when learners really want to learn more. They ask questions to become expert in the use of modern technologies, or to discover in another society the rules of courtesy, or to learn the fine art of parking a vehicle. It is not surprising that for many, questioning is the fundamental skill in the teaching-learning process at the very centre of learning.

Such questions at the centre of learning can and have been used for a wide range of educational reasons: assessing previously read or studied material; diagnosing learner abilities, interests, and attitudes; stimulating critical thinking; regulating learner behaviour; evaluating learner thinking process; stimulating creative thinking; customizing the curriculum; inspiring learners; and measuring the knowledge of learners (Giouroukakis & Cohan, 2014; Meacham, 2006). The various uses of questions and the relative ease of capturing and evaluating their usage in the classroom have contributed to comprehensive analysis of questions in the classroom (Giouroukakis & Cohan, 2014). Stevens studied classroom life and the use of questions as far back as 1912 (Sadker, Zittleman & Sadker, 2012). She noticed that educators were engaged in a high level of questioning, asking about 395 questions every day. Most of these questions were asked at a low intellectual stage, around two out of three, typically requiring little more than rote memory and recall (Rahayu, Hendayana, Mudzakir & Rahmawan, 2019). Furthermore, learners' questions play a huge role in the learning process as they are a potential resource for both teaching and learning. Despite the capacity of learners' questions for enhancing learning, much of this potential still remains untapped. Study reviews have shown similar findings in the United States, the United Kingdom, Germany, and Australia, as well as in several developed nations (Hong & Melville, 2018).

Teaching involves speaking and asking questions to a large degree, and learning means following instructions and answering questions. Recent studies on teaching and learning focuses on improving the outcomes of the different methods used in teaching and learning and raising more complex and substantive questions in the classroom (Lefstein, Louie, Segal & Becher, 2020). In the classroom, questioning takes a significant proportion of time. It is characterized by the discourse model of initiate-response-evaluate (Tienken, Goldberg & Dirocco, 2009). It is also used in classroom discussions. The interest in the art of questioning as an educational instrument is generally traced back to the fourth century BCE, as seen in Plato's Socratic dialogues (Tienken et al., 2009). In current times, educators are using questions to control learner actions and test the comprehension or awareness of learners (Morris & Chi, 2020).

Any sentence with an interrogative form or purpose is a query (Haydon & Hunter, 2011). In classroom environments, the questions of educators are described as instructional signs or stimuli that convey the content elements to be learned to learners as well as instructions around what to do and how to do it. There is a connection between questioning activities in the teachers' classroom and a number of learner performance areas, including achievement, retention, and the level of learner involvement. Therefore, teachers must be professionally trained for the use of classroom questions (Van der Klink, Kools, Avissar, White & Sakata, 2017).

The body of extant literature with questions as their focus demonstrates that questioning in the classroom lends itself to many purposes, including the following (Frankie, Webb, Chan, Ing & Freund, 2009):

- To develop interest and motivate learners to become actively involved in lessons.
- To evaluate learners' preparation and check on homework or seatwork completion.
- To develop critical thinking skills and inquiring attitudes.
- To review and summarize previous lessons.
- To nurture insights by exposing new relationships among phenomena.
- To assess achievement of instructional goals and objectives.
- To stimulate learners to pursue knowledge on their own.

In this study, the aspects of questioning to be investigated will narrow the focus to teacher questioning as a strategy to actively involve students in the lesson in whole class or group contexts in a primary school. The use of questions during whole-class or group sessions has been the subject of a considerable number of texts focused on questioning. Questioning, however, can also be extended to include exchanges between the teacher and an individual pupil, to exchanges between pairs of pupils, and also to self-questioning between pupils. It should also be noted that 'statements' can act as questions in the same way, though not all 'questions' really are educational.

1.3 DEFINITION OF TERMS AND CONCEPTS

The following are the basic and related concepts used in the study.

1.3.1 Classroom dialogue

That verbal and non-verbal interaction among all participants during a lesson that leads to the teaching and learning of a subject matter (Burbules, 2019).

1.3.2 Questioning

Any sentence which has an interrogative form or function and serves as instructional cue or stimulus that conveys to learners the content elements to be learned and directions for what they are to do and how they are to do it (Kovačević, 2019).

1.3.3 Wait time

Time given to learners when questions are asked so that they will be able to process and answer these (Walsh & Sattes, 2016).

1.3.4 Metacognition

One's knowledge and beliefs about one's own cognitive processes and one's resulting attempts to regulate those cognitive processes to maximize learning and memory (Walsh & Sattes, 2016).

1.3.5 Teacher-student (T/S) Model

A description of discursive pedagogic dialogue between a teacher and a learner during classroom instruction (Burbules, 2018).

1.3.6 Social Studies

This is a subject that has its foundation in and draws largely on the Humanities Curriculum and the Social and Environmental Studies Programme. It combines parts of the Junior Certificate History and Geography syllabuses and Civic Education in a thematic framework (Swaziland Primary Social Studies Syllabus, 2020).

1.3.7 Critical thinking

Objective analysis and evaluation of questions with a view to providing answers to them (Ennis, 2011).

1.3.8 Dialogic learning

Learning that takes place through dialogue between teacher and learner (Renshaw, 2004).

1.3.9 Knowledge taxonomy

Involves construction of knowledge through identifying, defining, comparing and grouping of the elements that make up a concept as well as graphical representations that help build up knowledge (Micheal, 2001).

1.3.10 Teacher-learner interaction

The language and actions used to maintain conversations that promote learners' involvement/ participation during teaching and learning (Muntner, 2008).

1.4 PROBLEM STATEMENT AND RESEARCH QUESTIONS

1.4.1 Introduction to the problem

The average educational attainment for Swazis born in the 1980s is nine years (Government of the Kingdom of Eswatini, 2018). This observation smacks of some inefficiency in the educational system and is therefore of vital significance to this research. According to the National Eswatini Education Improvement Programme (NETTIP), completion rates for primary schools in the Kingdom of Eswatini has improved to 94.4% in 2016. Nonetheless, school inspectors' reports for the year 2017 point to weak teacher skills and competencies with respect to English proficiency, learner centred pedagogy, facilitation of higher order thinking skills, use of teaching aids, lesson preparation, regular testing and continuous assessment.

Learners' high repetition rates suggest weak teacher quality and poor teaching effectiveness (Government of the Kingdom of Eswatini, 2018). The reports also point to weak work habits among some teachers. Repetition rates are high, at about 17%

for primary schools. Reducing the rate is critical to realizing efficiency gains that could be applied to expand access and improve quality (Khumalo, 2013). The observation above point to the fact that there is a considerable need for improving teacher quality and efficiency in primary schools in the Kingdom of Eswatini. Pre-service as well as in-service training of teachers have to be improved by a significant margin. If this has to improve, then it must be informed by research. Activities in the classrooms have to be investigated so that corrective measures are taken. Questioning is a very important part of learning and teaching and its efficient and effective use enhances the quality of learning in the classroom. It is worthwhile, urgent and important that an understanding of the extent to which questioning is used in the Swazi primary school classrooms is conducted, so that it will give rise to concerted efforts to train teachers in the act of questioning more vigorously, while monitoring teacher behaviours in the classroom. Meacham (2006) conducted a study to test the ways in which questioning can enhance learners' knowledge, and observed that learners who participated in the question-and-answer session fared better than the others, as demonstrated by a variety of achievement tests administered at the end of the experiment.

The researcher has however observed some teachers during their lessons and found that they rarely used questions to stimulate learners' knowledge. This begs the question as to why teachers are failing to exploit the benefits of questioning as a means of promoting learners' participation in the learning process towards gaining knowledge. There is no known study conducted in Eswatini to have examined the extent to which teachers consciously use questions to direct learners' learning. The present study addresses this important lacuna of the extant body of knowledge.

1.4.2 Main research question

The main question of the study therefore reads: How effectively do teachers use questioning as a teaching strategy to enhance teaching and learning in primary schools in the Kingdom of Eswatini? In view of this, sub-questions were formulated to serve as key foci for the research study.

1.4.3 Sub-questions

1. To what extent do teachers consciously use questions to direct learners' learning?
2. To what extent do teachers give sufficient wait time to learners to process information when asked questions?
3. To what extent does the teacher training process adequately prepare teachers towards employing questioning in their classrooms with a view to enhancing their teaching?

1.5 AIM AND OBJECTIVES OF THE STUDY

The major aim of the study is to acquire in-depth understanding of the way in which teachers use questions in selected primary school classrooms. The study will give teachers the opportunity for improvement around the use of questioning as a teaching strategy. Though it is widely known that questioning is a vital strategy for effective teaching, anecdotal evidence suggests that teachers do not make concerted efforts to plan and use questions in the classroom setting to assist learners to acquire skills, knowledge, attitudes and values. If this is the status quo, a great deal of wastage occurs in the educational system. Wastage results because, if there are no positive returns on investment in education, the nation loses resources and learners and their parents do not benefit from their investments, either.

If there is wastage in the education system, then this has to be reduced or eliminated. In the 21st century knowledge world, schools must equip children with the necessary skills for meeting the world's challenges, as anticipated in policy documents in the Kingdom of Eswatini. In this country, the most recent law regulating classroom teaching is the Teaching Service Act of 1982 with its regulations of 1983. It elaborates copiously on how to attain effective teaching.

It is often thought that regulations are sufficient to make teachers do what they ought to do – far from it. Current research in human resource development indicates that, for more effective use of human capital, there needs to be change and continuous improvement (Robbins & Judge, 2012; Lewis, 2019). This calls for performance management. If teaching is improved through, among others, the art of questioning, then the children in the Kingdom of Eswatini would be given more effective education

for the proper development and growth of the nation (Ministry of Education and Training, 2018).

Based on the aim above, this study will therefore address the following research questions:

1. To find out the extent to which teachers consciously use questions to direct learners' learning.
2. To discover the extent to which teachers give sufficient wait time to learners to process information when they ask questions.
3. To determine the extent to which teachers perceive the teacher training college process as having prepared them adequately to employ questions in the classroom so as to enhance teaching.

1.6 RESEARCH METHODOLOGY

Methodology is a systemic way of determining how the researcher conceptualizes the study to be undertaken, how decisions are made about the study and how participants will be engaged and data collected (Flick, 2018). It is therefore the cue that directs the researcher when he or she decides on the nature of methods to use with a view to examining research questions. It also includes the way in which the researcher uses the methods to obtain the best effects (Lune & Berg, 2017).

1.6.1 Research design

Research design is a framework for collecting and analysing data to obtain answers to research questions, hence to meet research objectives (Bryman, 2016). It also serves to provide a justification for choice of data sources, data collection methods and the data analysis techniques (Flick, 2018). This study is exploratory by nature, establishing the extent to which teachers in a primary school in the Kingdom of Eswatini use questions to direct their teaching.

1.6.1.1 Research paradigm

The study employs the interpretive paradigm. A paradigm is simply a belief system (or theory) that guides the way things are done. It can be defined as 'a loose collection of

logically related assumptions, concepts, or propositions that orient thinking and research' (Bogdan & Biklen, 2007) or the philosophical motivation for undertaking a study (Flick, 2018). The main endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomena investigated, efforts are made to 'get inside' the person and understand their experience and perception from within. The data thus yielded will be glossed with the meanings and purposes of those people who are their source: in this case, the teachers.

1.6.1.2 Research approach

Qualitative research approaches are well suited for investigating the meanings, interpretations, social- and cultural norms and perceptions that impact on learning and teaching behaviour as well as educational practice and educational outcomes (Lune & Berg, 2017). Qualitative research approaches also allow researchers to explore issues from the perspectives of the individuals directly involved; for example, a specific learner's observation of teacher behaviours and how the learner is disadvantaged (Crano & Brewer, 2002). This study seeks to understand how teachers use questioning in the classroom in the school examined to consciously direct learners' learning. The study also wishes to explore the perspectives of teachers regarding their preparations for teaching when it comes to the use of questions.

1.6.1.3 Research type

This is a case study of a primary school which is guided by the principle of phenomenology in the qualitative tradition. A case study is a single instance of a bounded system, for example a child, a clique, a class, a school or a community (Cohen, Manion & Morrison, 2013). It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than when simply presented in terms of abstract theories or principles. Indeed, a case study can enable readers to understand how ideas and abstract principles fit together. In this tradition, researchers want to understand the meanings people give to their experiences, study the stories they tell and place these in context. Case studies reflect an interest in understanding other people's experiences, and the meanings they attribute to those experiences – in this case, the use of questions to teach. In the phenomenological

approach, the goal is to develop a complete, accurate, clear and coherent description and understanding of a human experience: again, in this case, teachers' experience that affect learner learning, while using questioning as a teaching strategy.

1.6.2 Research methods

Research methods include choice and recruitment of participants, sampling, data generation, fieldwork, data recording, data analysis and reporting of the study. In accordance with this, the present section reports the selection of participants, data collection, data analysis, the process of ensuring trustworthiness of data, ethical considerations and the way the rest of the chapters of the research report are arranged.

1.6.2.1 Selection of participants

The school selected is located in the Manzini Region of the Kingdom of Eswatini. Participants of the study were four teachers in grade seven participated who were teaching Social Studies. They were selected as research participants with informed consent. It was seen to that the process of selection of participants was convenient and purposive, because of the fact that the researcher desired to employ an in-depth study to understand the phenomenon of questioning in the school (Cohen, et al., 2013).

1.6.2.2 Data collection

Two major instruments were employed in this research. The researcher used observation and individual interviews to meet the objectives of the research. The researcher negotiated and obtained permission from the Ministry of Education in the Kingdom of Eswatini through the Regional Education office to conduct the study. After permission was granted, teachers were contacted, and informed consent agreed on to participate in the study.

i) Observation

According to Creswell & Creswell (2017), observational data are attractive as they afford the researcher the opportunity to gather "live" data from "live" situations. Four teachers teaching in grade seven agreed to be observed. Each teacher was observed

for a period of 60 minutes, which is equivalent to two periods on the primary school timetable. Direct observation was preferred, so that instant evidence of the questioning phenomenon could be obtained.

ii) Individual interviews

The second data collection strategy was embodied by semi-structured interviews. Data were collected from the four participating teachers by means of semi-structured interviews that took about 45 minutes each. In semi-structured interviews, the interviewer uses a list of open-ended interview questions. With permission of the interviewee, the interviews were audio recorded. The interviewer is required to ask the same questions to each interviewee. However, follow-up questions may differ from these, depending on the individual interviewee's response. The interview schedule exists to help the interviewer recollect topics that he or she wants included in the interview. Interviewers are required to probe during the interview and respond to issues raised by the person being interviewed.

1.6.2.3 Data analysis

Data from observation field notes were analysed by means of iterative thematic analysis. Audio-recordings from the interviews were transcribed verbatim, and these were then analysed by iterative thematic analysis.

Iterative thematic analysis entails identifying themes in data. Themes are recurring patterns of interest in the data. In the study, the researcher was guided by the conceptual framework of the present study to evaluate the emerging trends in teachers' efforts to use questions. Iterative thematic analysis has a long tradition of use in sociology, anthropology, philosophy and nursing. It is also the approach to qualitative data analysis used in many qualitative evaluations. Iterative/ thematic analysis is clearly located at the heart of the interpretive sociological tradition (Cohen, Manion & Morrison, 2007).

Researchers conducting an iterative/ thematic analysis consciously move between analysing and collecting new data in "the field" and analysing and reflecting on data collected. This approach is particularly conducive to a flexible research design, where patterns and themes identified in data already collected are used to re-focus or adapt

research questions and data collection tools, such as interview schedules. Researchers conducting an iterative/ thematic analysis use a variety of techniques to identify “interesting” sections in the data. Coding is the best known of these techniques. It involves identifying sections of the data, marking them (coding) and then sorting these sections in groups of similar and dissimilar attributes (Cohen, Manion & Morrison, 2007).

The researcher followed an exploratory approach to analyse data. The researcher carefully read and reread the data, looking for key words, trends, themes or ideas in the data that helped outline the analysis. Exploratory studies generally are based on non-probabilistic samples of research participants and generate primary data. The “find” function in Microsoft Word 2007 was employed to assist in identifying key words and their occurrences. Further explanations have been given in chapter 3. Measures for trustworthiness of data are explained and ethical considerations are discussed next.

1.7 TRUSTWORTHINESS

In this qualitative study, an audit trail and member checking were used to establish its credibility, transferability, dependability and confirmability, therefore ensuring the coherence of findings. Audit trail and member checking were used to ensure that every aspect of the data collection and analysis could be traced and verified by others.

An audit trail allows research teams and outside researchers to reconstruct the work of the original researcher. Member checking was used to verify the data collected from the sources earlier. These methods may be used to critically investigate or cross-check the data collection and analysis.

1.8 ETHICAL CONSIDERATIONS

An extremely careful effort was made to proceed in this research with due consideration of ethical matters. Care was taken to ensure that researcher and the participants were at ease. There was no need for deception, so that full disclosure was made to the participants as soon as they were recruited regarding the purpose of the research. All participants were handed informed consent forms (Appendix G), which they signed willingly after having read it. They were assured of confidentiality, and the

fact that the data was going to be stored securely. Pseudonyms were used and an agreement was made with the education authorities to disseminate the results of the study (McMillan & Schumacher, 2013).

1.9 CHAPTERS DIVISION

The study is reported in 5 chapters.

Chapter 1 – Introduction – This chapter discusses the background to the problem indicating that the Kingdom of Eswatini is a landlocked, lower middle-income country that invests a great deal of the annual budget in education, but has poor returns on investment. The theoretical framework, key concepts, problem statement, aim and objectives of the study, research methodology and chapter division are also stated.

Chapter 2 – Questioning as teaching strategy: contextual-, theoretical- and conceptual frameworks. This chapter will glean literature from the body of knowledge on the incidence and types of questions, the effects of teacher questions, the effects of different types of teachers' questions and the effects of waiting for learners to respond to questions. It also will distil literature from classroom dialogue and communication and explore ideas in philosophy, sociology and management.

Chapter 3 – Research design and methods - The selection of participants, data collection procedure, data analysis, trustworthiness and ethical considerations are explained.

The chapter will include an explanation of the case study method that uses observation and individual interviews as data collection tools. Given that an interpretive paradigm was adhered, a qualitative approach was employed. Purposive sampling was used to select a school. Four teachers in the school were selected by informed consent to participate in the research.

Chapter 4 – Data analysis and interpretation – Iterative analysis was used to analyse the data from the observations and the individual semi-structured interviews.

This means that thematic analysis was employed. The three processes of open-, axial- and selective coding were used to arrive at results.

Chapter 5 – The chapter consists of a summary, conclusions and recommendations. A summary of the mini-dissertation, a discussion of the issues uncovered by the study and requisite recommendations are formulated.

1.10 CHAPTER SUMMARY

This chapter has centred on the purpose of the study showing the background to it. It has been indicated that the Kingdom of Eswatini is a small landlocked country experiencing challenges around teaching quality. The chapter demonstrated that the research was guided by the interpretivist paradigm, so that the qualitative approach was deemed necessary for undertaking the study. A qualitative approach was chosen, because it suited the case study design, and observation and semi-structured interviews were used to elicit information from willing participants who were given due information concerning ethical issues. A total of four teachers from a primary school participated in the study which, again, investigated the use of questioning as a teaching strategy in primary schools in the Kingdom of Eswatini.

CHAPTER 2

QUESTIONING AS TEACHING STRATEGY: CONTEXTUAL, THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1 INTRODUCTION

An in-depth literature review is a study of the current scholarship or body of information available that allows the researcher to discern the manner in which the research topic has been explored by other scholars. This will be the topic of discussion that the present chapter will be setting out with the recognition that the extant body of questioning experience is broad, encompassing many areas of questioning.

The purpose of this research is to establish the degree to which questioning is used in teaching as a technique. The contextual structure is presented first in this chapter, followed by a description of the theoretical context that will guide the analysis. In the closing remarks, the conceptual structure constituting the main principles and literature relevant to this thesis are explored and a description is made of the chapter.

2.2 CONTEXTUAL FRAMEWORK

The body of learning and teaching expertise has developed many concepts, principles and practices in classroom discourse in recent years (Bailey & Pransky, 2014). Some of these values, concepts and activities are based on teacher and learner relationships of power in the classroom (Bailey & Pransky, 2014). Much has also been mentioned regarding the role of learners. Questioning as an art has been at the forefront of all these attempts to promote learning and teaching. According to the records, Stevens performed the first systematic study of classroom behaviour in 1912 (Bond, 2007). Stevens studied the behaviour of teachers and learners in the classroom for four years and noted their verbal behaviour. She pointed out that, no matter the topic taught, teachers spoke 64 % of the time. She made four powerful observations: the vast number of questions from teachers indicated stress in the classroom. Secondly, there was the sense that much of the work was done by the teacher. Thirdly, around the questioning process, she deduced that shallow judgment prevailed. Finally, she felt that the interests of individual learners were given little consideration.

Her work prompted investigation into questioning in the classroom when she suggested that the way of questioning was detrimental to teaching and learning (Bond, 2007). Pedagogical research on questioning has developed considerably since then. Caram and Davis (2005) aver that learner participation in the classroom requires not only questioning, but also good questioning. They contend that the degree of apathy and disinterest in the classroom will continue to plague learning and teaching in the absence of adequate questioning in the classroom, and will discourage many children from participating in the classroom (Caram & Davis, 2005).

Research in Singapore by Ong, Hart and Chen (2016) has established that teachers are able to use questions to promote deep thinking among their students and help their students cultivate higher-order thinking skills that will encourage lifelong learning. This occurs when teachers foster an engaging classroom dialogue through interrogation by means of classroom questioning. Lennon (2017) believes that, in Social Studies classes, teacher-directed classroom dialogues and activities designed for critical thinking purposes enhance student participation. Lennon (2017) suggests that classroom dialogue enables the process of comprehension and empathy of diverse views among individuals and this process helps clarify ideas and challenges for learners. In language teaching and learning, questioning has also been deemed to be imperative, embodying what is known as a high-level cognitive technique (Davoudi & Sadeghi, 2015). By evaluating research on questioning from 1974 to 2015, spanning elementary schools to university, and involving qualitative as well as quantitative studies, Davoudi and Sadeghi (2015) conclude that learner critical thinking was positively influenced by questioning. Teacher questioning increased comprehension of subject matter, improved writing skills, encouraged meta-cognition and generally made the experience of the classroom enjoyable.

In the Kingdom of Eswatini, no education policy document discusses questioning in the classroom or questioning by teachers. In its guiding principles, the Kingdom of Eswatini's Education and Training Sector Policy [EETSP] notes the value of quality- and inclusive education and emphasizes that schools should be child-friendly and comply with the national schools as centres of care and support (Government of the Kingdom of Eswatini, 2018).

The Kingdom of Eswatini needs to implement several internal performance improvements to reach goal four of the sustainable development goals (SDGs). It is important to seriously track classroom practice among educators. In education sector policy, some of the medium-term objectives are to build school libraries in all public primary schools, provide adequate facilities, provide qualified school inspectors and create a child-friendly environment (Government of the Kingdom of Eswatini, 2018). Controlling teachers' activities and behaviours in the classroom are not mentioned at all.

A close look at the teacher preparation curriculum in the four major institutions in the Kingdom of Eswatini for teacher preparation shows that the use of questioning during teaching is emphasized only as an evaluation instrument used in one of the institutions when it comes to evaluating learners during teaching practice, and not much is suggested further in the course outlines about questioning. For example, an item under the broad subject of teaching skills reads as follows, as based on the 5- point Likert scale evaluation format for this college: 'quality of questioning techniques (requires simple to high-order thinking, supplementary, correct and incorrect response treatment, (questioning and differentiation).' The highest mark allocated for this is 5, which represents a negligibly small percentage of the points. This condition clearly shows that questioning is not used much as a teaching and learning strategy in the Kingdom of Eswatini's schools. The theoretical framework that underpins the present research is subsequently discussed.

2.3 THEORETICAL FRAMEWORK

A theoretical framework is the base that a researcher employs to shape his or her investigation, as gleaned from extant literature in the field. It presents a theory or theories and defines important constructs that moulds the focus of the research. This section examines the lens through which data will be collected and analysed. The structures embodied in the testing tools and the study unit have to be examined (McKenney & Reeves, 2012). As indicated, the T/S model will be employed in the present study, and this now needs to be unpacked.

The choice of the model was based on examining a considerable number of relevant theories and models (see Burbules & Bruce, 2001). Primarily, the model assumes that the performing roles of teacher and learner are given, distinct and somewhat stable. Burbules and Bruce (2001) argue that, if one walks into a classroom in any country, it should be immediately apparent who the teachers and learners are in terms of their different communicative roles as well as other aspects of their actions and dealings. In this context, the basic attributes of people, their gender, race, and so on, are deemed unimportant to these particular roles: a teacher teaches and a learner learns. The T/S model is part of a wider collection of expectations and beliefs about what 'classrooms' are and what 'teachers' and 'learners' are. Teachers stand in front of the class, announce the subject of the day to students, challenge students, punish misconduct and write on blackboards or white boards. Similarly, students raise their hands, answer questions, transfer notes, whisper to each other, and slowly watch the clock tick.

Secondly, the T/S model maintains that classroom dialogue is primarily a forum for knowledge expression, behaviour instruction and providing praise or other types of assessment. It also means that what the teacher says is most important and real, as teacher prerogatives are largely considered to be the practices of knowledge exchange, behaviour management and performance evaluation (Cazden, 1986). Another viewpoint arising from the T/S model is that teaching is primarily a matter of deliberately communicating awareness of content: either directly, in the form of instructive instruction, or indirectly, through directed reading of instructional materials, supervised work on issues and tasks or the analysis and rehearsal of what has been learned by means of organized questions and answers. Finally, the T/S model assumes that education is an operation of instrumental activities aimed deliberately at particular ends, so that it can be measured in order to achieve those ends on a scale of effectiveness (Cazden, 1986).

The researcher realizes that, despite the keen interest in using this model, it has its limitations in what is recognized as the pattern of initiation-response-evaluation (IRE). Questions originate from the instructor, responses are evoked from the learner and the teacher praises or corrects the response.

Thus, despite an emerging consensus on the sociocultural foundations and character of discourse, it has been found that most education continues to be based on a communication model of transmission and recitation (Burbules & Bruce, 2001). In educational activities and institutions, this basic trend is so widespread, so amiable in teachers' interactions, that it constitutes an unreflective habitual pattern in which they lapse into even when they think that their teaching is dialogical in nature (Alvermann, 1995). In the IRE model all responses are routed back through the instructor for recognition and approval. The teaching moment, to be accompanied by a similar teaching moment, is unitary, committed to the completion of one IRE loop (Alvermann, O'Brien, & Dillon, 1990).

Forman (1996) notes that there are many ways in which information review and rehearsal is advantageous to learning; and even within the IRE model, skilful use of questioning may go beyond mere information review and rehearsal. A good response to a direct question, immediately followed by clear teacher approval, can certainly be an important source of encouragement and morale for some learners which can, in turn, contribute to greater confidence in achieving other, more autonomous, learning goals. However, an obvious IRE pattern may often actually mask a more complex teaching-learning encounter (Forman, 1996). Scholars may want to move beyond sharp dichotomies of the difference between a monologue and a dialogue, or simplistic value judgments. Yet IRE is insufficient as a general paradigm of discourse. As Alvermann's research reveals, once entrenched as a standard course, IRE progressively dominates the way in which a teacher conceives and conducts teaching (Alvermann et al., 1990). The work of Forman (1996) confirms this perspective, indicating that teaching research appears to see 'IRE' everywhere, whether negatively or positively, even though something more nuanced is actually going on (Cazden, 1986).

IRE and other forms of the T/S model are now facing various challenges as an approach to learning and understanding teaching. For example, the positions of teacher and learner in classroom discourse can no longer be considered independent, stable or cultureless (Cazden, Cope, Fairclough & Gee, 1996). Most educators are becoming aware of the multiple aspects of dialogue in teaching these days.

Knowledge of the secret curriculum and the unintentional teaching consequences brought about by off-hand or inadvertent behaviours and habits, along with the responsibility of duty on teachers to conduct other social initiatives similar to, but distinct from, teaching per se, also make it difficult to classify only specific actions as 'teaching,' and not others. The basic characteristics of teachers, their gender, age, racial or ethnic proximity to (or distance from) learners, become inseparable from the impact they have on the benefits of education, even within this context of understanding. It is profoundly misleading from such a point of view to presume that only a teacher teaches and a learner learns: for example, in classrooms with progressive diversity, the teacher should be actively interested in learning about the desires, needs and learning styles of a variety of different learners, including 'mainstreamed' learners with special learning difficulties (Cazden et al., 1996).

For many students, learning opportunities in the classroom are complemented by outside opportunities, and sometimes overshadowed: in other peer interactions; in learning in their neighbourhoods or other institutional environments; in information gathered from books, television, other popular culture media or the Internet, for example. It is hardly news that interactions with peers in schools are far more important for many learners at certain ages than their interactions with the teacher. Especially when this incongruity of interests and goals is compounded by gulfs of racial-, cultural- or class difference from the teacher, in many classrooms the participation of learners merely as 'learners' is intermittent; and their learning opportunities are not limited solely, or even primarily, in terms of relationships with their teacher (Bishop, 2011). These obstacles to the teaching T/S model are primarily social and structural in nature. At the same time, however, the very conceptions underlying the T/S model have come under criticism from theoretical viewpoints stemming from contemporary theories of discourse, and the way it has functioned as a research paradigm (Cazden, 1986). As a result, it is easier to see how the assumptions of the T/S orientation to teaching have continued to influence perceptions also of alternative approaches to pedagogy, including dialogue: the forms that classroom discussion may take are often restricted by the assumptions of the T/S model about classroom roles and experiences, vocabulary, learning and the relationship between means and ends in education (Cazden, 1986).

Despite the shortcomings of the T/S model, it has the requisite characteristics to use as a basis for guiding this study on questioning as a teaching technique, because the experience of the researcher as a teacher in the primary school classroom in the Kingdom of Eswatini confirms its supremacy in the pattern of teacher-learner relationships.

It is considered worthwhile to explore discourse theories that affect the study once an exegesis of the T/S teaching model has been performed (Burbules & Bruce, 2001). This research investigates the use of questioning in a primary school Social Studies classroom as a teaching technique, using a limited sample in a qualitative study. To help us grasp the idea of questioning, the chapter now shifts to the logical context of the project.

2.4 CONCEPTUAL FRAMEWORK

This chapter addresses key concepts relevant to this thesis. The research title is the use of questioning in grade seven as a teaching technique in Social Studies. As explained in Chapter 1, the aim of the study is to understand how questioning is used as a teaching technique by teachers who teach grade 7 in a school in the Kingdom of Eswatini. The study method examines the way in which teachers use questions to help their students understand what they teach during lessons in Social Studies. The research also wants to understand the way in which the questions are asked and the degree to which teachers wait for learners to process the answers to the questions before they answer the questions. Miles and Huberman (1994) describe a conceptual structure as a written or visual presentation that describes the main concepts or variables to be examined and the presumed relationship between them, either graphically or in narrative form.

The literature discussed in the chapter includes those on the taxonomy of issues, followed by communication in the classroom, questioning methods, questioning value, renewed interest in questioning in the classroom and, finally, how questioning results in successful teaching.

2.4.1 Taxonomy of questions

Questions have been divided into many taxonomies intended to explain their pith. These taxonomies may be used for instructional purposes by educators to formulate questions designed to evoke particular cognitive processes (Tofade, Eisner & Haines, 2013). Classifying them as either convergent or divergent has been the basic approach. A convergent query, also referred to as a closed question, is structured to elicit a clear answer or a narrow list of possible answers. Convergent questions are used by educators to draw a single 'best' answer from learners. Divergent questions, often referred to as open questions, on the other hand, evoke a wide variety of answers that often require substantive elaboration. Divergent questions have no single 'best' answer.

In order to encourage dialogue, educators use divergent questions and discuss a variety of issues relevant to the topic. Examining their cognitive level or difficulty is another way to identify questions. Bloom originally defined a hierarchical approach to cognition, subsequently revised and updated by Anderson and Krathwohl (Garrett, 2007). Different types of awareness may be answered by questions ranging from mere recollection of memorized information to processes that involve complex analytical thinking. Questions should, therefore, explore different cognitive domains in order to obtain clear learning results (Anderson et al., 2001). In terms of cognitive complexity, each domain is further classified to be of a smaller or higher order. Remembering is considered the lowest order of cognitive processing, which is the act of remembering information, and yet recall-type questions are the most frequently asked by educators (Anderson et al., 2001).

Questions aimed at eliciting the comprehension of the material by a learner are those that ask him or her to provide examples, identify objects, summarize data, and/ or draw inferences. Application questions enable the learner to conduct a mental or physical procedure or method in an unfamiliar situation or scenario (Mutai, 2012). Analysis allows the student to break down the content into component parts and define the inter-relationships between them. Analysis-directed questions may ask the learner within a framework to organize elements, separate relevant from irrelevant data or deconstruct underlying values and biases. Evaluation allows decisions based on principles or existing requirements to be formulated.

The assessment of questions includes the learner's criticizing of a job or product, evaluating the suitability of a system or product for a given problem or analysing the contradictions in a theory. Finally, in terms of cognitive processing, developing is considered the most difficult assignment. Questions addressing this cognitive area can require learners to create alternate theories based on phenomena that have been observed, to formulate a new technique to perform a task or to conceptualize a new product. Questions can be divided into dimensions of information as well. Again, Anderson et al. (2001) define four forms of information: factual, conceptual, procedural and metacognitive. These dimensions of awareness vary from the real to the abstract. The technical terminology used in a discipline and the descriptions derived from credible sources of information provide factual knowledge. Although factual questions frequently ask students to remember specific elements from a reference source, higher order thought is discussed by educators (Anderson et al., 2001). In order to demonstrate comprehension, prompt review or analyse the work of others, questions on the factual dimension of knowledge may be constructed (Tofade, Eisner & Haines, 2013). Conceptual comprehension requires an understanding of the inter-relationships between the components of a larger system. Conceptual questions may ask learners to explain an answer or to classify elements into categories based on underlying concepts or theories. The ability to use algorithms, methods or parameters as well as the ability to decide when it is necessary to use them are known as procedural expertise. Procedural questions may ask the learner about well-established methods for collecting data or choosing the most suitable equation in a specific situation (Tienken, Goldberg, & Dirocco, 2009). Metacognitive experience, finally, is an understanding of one's own cognition. Questions regarding metacognition may ask a learner to express a cognitive approach needed to complete a task or explore personal motives and values.

Teachers often ask lower-level cognitive questions that do not promote logical thought effectively. Tofade, Elsner and Haines (2013) in a study on professional development of teacher in University of Maryland School of Pharmacy witnessed 91 faculty members asking 3 407 questions during classroom-based teaching, and classified the form and level of each question asked. Lower-level questions embodied the majority of questions posed (at 68.9 %).

In a similarly crafted study, Sellappah, Hussey, Blackmore and McMurray found that 91.2 % of the time, clinical tutors asked lower-level questions during practice-based encounters (1998). The cognitive level of questions posed by full-time clinical staff members and voluntary preceptors in nursing programs was compared in a study by Phillips and Duke (Scott & Bowman, 2009). Lower-order questions were posed much more often by faculty members and preceptors than higher-order ones. Full-time faculty members, however, more often than preceptors, asked higher-order cognitive questions. In teaching, many non-hierarchical types of question prompts are commonly used, including focal-, brainstorm-, shotgun- and funnel questions (Sellappah et al., 1998). Shotgun- and funnel questions often create confusion and should usually be avoided. Research that employed a range of question prompts aimed at students enrolled in an online course found that brainstorming questions elicited the highest number of answers per prompt, while shotgun questions elicited the least. The highest average number of responses per prompt was posed by questions in the understanding and implementation domains of Bloom's taxonomy, while the highest number of learner-to-learner exchanges was raised by questions in the synthesis and understanding stage (Tienken et al., 2009). The subsequent section shifts the focus to classroom communication.

2.4.2 Classroom communication

Richards (2006) states that a classroom communication debate has emerged around the subject of demarcating a set of experiences that could be considered 'pedagogical communicative relations. Dialogue represents one family of such communicative relationships in its different forms, but there are also others, such as lecturing, for example. 'Dialogue,' as it is usually used, is intended to be a concept focused on the number of participants and on patterns of verbal discourse that are distinguishable from 'monological' models on the face of it, although it is difficult to maintain such clear distinctions as absolute categories. Dialogue may be considered to be a friendship and not necessarily an act of speech. In their discussion of classroom dialogue, Llyod, Kolodziej and Brashears (2016), while examining multiple teachers during literacy instruction in exemplary schools, note a considerable number of similarities among the practices of teachers, including the formation of a culture of respect and the comprehensive participation of learners in classroom discourse.

Learner discourse, arising from careful preparation and teacher discussion, was part of the classroom culture in these well-established learning cultures, in which teachers clearly encouraged learner viewpoints and concerns and appreciated a conversation-like approach to classroom dialogue. The advantage of such an approach is the ability for teachers to understand their students better (Lennon, 2017). It also helps foster a sense of belonging within the classroom by structuring the class to facilitate these rich discussions or community-building activities. Teachers should actively encourage critical thought and self-efficacy among their students (Davoudi & Sadeghi, 2015). In the questioning strategies discussed in the next section, the method of fostering critical thought and self-efficacy is explored.

2.4.3 Questioning techniques

Some studies have demonstrated the superiority of instruction by using questions in contradistinction with instruction without questions (Tienken et al., 2009). Similar experiments have been performed using 'inserted questions.' In the study, experimenters inserted questions of various kinds to observe their results at different places of reading passages (Tienken et al., 2009). The efficacy of reading passages without inserted questions was compared to the latter by Frase (Wragg & Brown, 2001). In a subsequent evaluation that tested their mastery of reading passages, the latter group of learners fared better (Wragg & Brown, 2001). Although oral and written questions facilitate learner learning, at least one study found that oral questions are more productive (Wragg & Brown, 2001). The literature on questioning also indicates that questions in the classroom are highly relevant (Smith & Hackling, 2016).

1. Questions are motivating, and so they keep learners on task.
2. Questions focus the learner's attention on what is to be learned. A teacher's question is a cue to the learner that the information required to answer the question is important.
3. Questions, especially thought questions, elicit depth of processing. Rather than reading the text passively, a good question requires the learner to process the text actively and transform it into terms meaningful to him or her.
4. Questions activate metacognitive processes.
5. Questions elicit further practice and rehearsal of curriculum content.

For several reasons, then, questions are useful (Frankie et al., 2009). Though research has not decided whether teachers intentionally use questions (Frankie, et al., 2009), it has proven that teachers often use them. In fact, teacher questions embody a tenth to a sixth of all classroom-interaction time (Frankie, et al., 2009). Recitation, which includes quick question-and-answer exchanges arranged by the teacher, is also one of the most widely used strategies in elementary and secondary school teaching, typically for the purpose of determining how well learners have mastered the content of a lesson. Since the previous century, researchers have recorded the dependence of teachers on the recitation process, continuing up to the present day (Frankie et al., 2009).

One of the early analyses of questioning activities in the classroom showed that teachers asked a large number of questions per minute at a high pace. The same trend has been observed in more recent research (Himmele & Himmele, 2017). Some researchers report an average of five questions per minute in junior high English classes, and some also found that, in their reading groups, third-grade teachers asked a question every 43 seconds (Bond, 2007). It has been established that this pattern of rapid-fire questioning could be drastically altered by encouraging teachers to increase what is known as their wait time (Wilson & Smetana, 2009). Wait time, which some teachers call thinking time, applies either to the period between the question of the teacher and the answer of the learner, or to the interval between the response of the learner and the question of the teacher afterwards. One explanation for the fact that wait time is a powerful technique is that it can change the pattern of social control in the classroom. For example, as educators increase wait time, learners feel more in control of their behaviour. They may also feel that the educator is more fascinated in their thought than in checking their ability to recall information. Several researchers have found that quick-fire questioning provides the instructor with a way to retain control over the social and verbal actions of learners (Davoudi & Sadeghi, 2015).

The present analysis has led to the identification of five successful teaching techniques: holding all students on track during the question-and-answer portion of the lesson; voicing questions clearly; providing wait time; providing constructive input on learner responses; and evaluating learner responses to strengthen them.

2.4.4 The importance of questioning

Questioning has long been used between the 16th and 19th centuries as a teaching technique to assess, discuss learning, investigate thought processes, and raise challenges, search for new or alternate solutions and challenge learners to focus on important problems or values that they had not previously considered (Giouroukakis & Cohan, 2014). As Taba (1966) has pointed out, the shape of the teacher's question indicates the learner's expected response level, thus regulating the learner's thinking or response pattern. For instance, Taba (1966) uses an example when the teacher asks the student for the names of the three ships of Columbus, this involves only the recollection of knowledge previously learned. In contrast, consider the following scenario. The class has studied the positions of various delegates to a constitutional convention and the instructor asks one student: 'Would you vote to approve the constitution? How would you defend your position?' This would be an open-ended question that would encourage the student to formulate an answer with varying levels of thought processes in a variety of possible ways, all of which could be appropriate responses.

There is now an increasing body of evidence unpacked by Brophy and Good (1986); Wilen (1987) and recently by Himmele and Himmele (2017) that shows that adequate questions, properly asked, lead to substantial changes in learners' learning. The introduction of videotape recorders in many schools in Africa now makes it much easier for teachers to analyse their own teaching habits, objectively focus on their questioning methods and practice effective models during in-service programs (Brophy & Good, 1986). Due to COVID-19, videotape recordings have been introduced in Eswatini to accommodate blended learning. The revived interest of researchers in classroom questioning will therefore be explored next.

2.4.5 Renewed interest in classroom questions

The present interest in questions in the classroom is not entirely new. Indeed, one of the most enduring models of the practice of questioning dates back to the time of Plato and Socrates in 335 B.C. (Fisher & Frey, 2014). Plato describes a conversation between Socrates and a young student called Meno in the dialogue entitled Meno, which answers the question of whether virtue could be taught.

Socrates engages in an extended question and answer dialogue about the geometry of squares where Meno's slave boy has to explain Plato's idea that awareness is the recall of some secret insight or pre-existing shape. Socrates' use of leading questions and his strategy of using the boy's responses to develop inferences and deductions from them are the key to this dialogue. This led to further leading questions and theories to test the information in new circumstances: the maxim that 'if this is so, then it must follow that' (Eisele, 1994). This ancient teaching model has been referred to as the 'Socratic dialogue', and has been used as the main teaching mode in universities since the Middle Ages. Still today, in law schools, this questioning dialogue is commonly used to help students think about the application of legal concepts to specific situation.

Bloom (2001) created his much-discussed revised taxonomy of educational objectives focused on a hierarchy of cognitive processes that researchers have subsequently seen as useful. The revised Bloom's taxonomy emphasizes students' learning outcomes through the use of refined terms. The revised taxonomy is a refreshed take on Bloom's Taxonomy from 1956, which examined cognitive skills and learning behaviour. Changes to terminology, structure and emphasis are a part of the revised approach. Nouns such as evaluation or synthesis are now replaced with verbs such as creating or evaluating, respectively. With structure, "creating" now becomes the highest level of the area meant for generating ideas or constructing a new point of view. Emphasis has also changed, whereby the taxonomy is aimed at wider audiences and attempts to be more universal beyond grade school.

Those levels of taxonomy include processes of thinking such as information, understanding, implementation, analysis, synthesis and evaluation. By using it as a guide to defining and explaining the many types of questions that teachers ask, Sanders (1966) adapted this model, categorizing the questions at the different cognitive levels of Bloom's taxonomy. Sanders' work investigated the impact of using higher-level questions on learner achievement and provided evidence that in-service teacher training led to higher learner success. For example, for a teacher asking what, where, when, which, who, why and how. These questions are asked in present, past

and future tenses, ranging from simple recall through to predictions and imagination or single questions depending on the task (Sanders, 1966).

Guilford's three-dimensional model of intellectual processes was based on a further questioning technique suggested by Gallagher and Aschner (1963). Guilford regarded the intellect as a dynamic system with some 120 mental abilities that could be categorized separately (Gallagher & Aschner, 1963). These were derived from a hypothetical model that connected five groups of intellectual operations with six types of thinking products or effects at the hand of four types of material (Tofade et al., 2013). Guilford's model was defined by Tofade, et al. (2013) and others, where the identification of convergent and divergent thought processes as they relate to innovation was the aspect that generated the most interest, as related to classroom questioning. Five types of questions often used in teaching situations were defined by subsequent research on creativity: cognitive memory, convergent, divergent, evaluative and routine (Mudau, 2013).

Furthermore, convergent questions have been described as those that appear to channel the responses of a learner in a single direction. Typically, they are narrowly defined and often need a single correct or best answer. Divergent questions are those that pursue a number of potential answers to a problem or solutions to it. Rather than a single, best answer, they promote innovative or uncommon responses. These questions appear to be broad and open-ended and encourage a number of potential responses, all of which may be relevant. However, Gallagher and Aschner (1963) research showed that divergent questions, those most likely to evoke imaginative and high-level answers, were seldom used by teachers in the classroom.

Teachers have not given sufficiently serious attention to the place of divergent questioning strategies in classroom teaching, or to the broader curriculum objectives and classroom environments that would promote and facilitate such strategies. Teachers can be too concerned with the restricted objectives of convergent questions and a quiz-shows approach to recitation, analysis and drilling practices. The studies by Gallagher and Aschner (1963); Tofade, et al. (2013) and Mudau (2013) described broke important ground for the development of an understanding of the value of questions in the classroom. Moeller and Moeller (2000) states that teachers became

aware of the preponderance in textbooks, exams, and in their everyday teaching of low-level, fact-recall questions.

Authors and editors paid particular attention to raising the cognitive level of problems as new textbooks were published and to creating more problem situations that enabled divergent processes of thought. In the form of classroom discussions or recitations, classroom observational measures were created that combined a question classification system with a matrix or grid to record and evaluate the pattern of teacher questions and student responses (Moeller & Moeller, 2000). Other researchers, such as Fisher (2011), started tape-recording and transcribing extended segments of dialogue to look for verbal cues from teachers that seemed to evoke higher-level responses from learners, or that acted to impede or deter responses from learners.

2.4.6 Questions and effective teaching

It is important to find out the facts that make teaching successful when it comes to the use of questioning. Much of the knowledge is fragmentary and contradictory, and proponents of teacher questioning are frequently pontificate around ideological commitment to a preferred theory, while they are brief about strong and persuasive proof of learner gains from one system or another (Richards,2006). The focus of research studies in the United States of America took a turn in the early 1970s, but as Congress started to demand answers to whether the millions spent on Head Start and Follow Through programmes resulted in any meaningful educational improvements for poor and minority learners led to establishment of National Education Institute to evaluate the impact of the whole program (Himmele & Himmele, 2017). The programmes aimed to solve the problem by identifying what whole-school approaches to curriculum and instruction worked, and what did not. Subsequently, effective models were to be promulgated by the government as exemplars of innovative and proven methods of raising the academic achievement of historically disadvantaged students. Moreover, improvements in standardized assessments of basic skills in reading, writing and mathematics were characterized almost exclusively in terms of increases in learner achievement (Perin, 2011). In response, America's Office of Education and the then established National Education Institute embarked on a series of national-scale, long-term, carefully planned assessment studies around Project Follow Through.

These studies were based on a model called 'process-product' studies that asked the fundamental question: is there a correlation between certain teaching behaviours (processes), such as the use of different kinds of teacher questions, and specific outcomes of learner achievement (products) (Sokel, 2013)? Of course, this model was controversial, because it was limited to calculated accomplishment in school subjects and neglected wider social- and personal objectives. Nevertheless, it took advantage of a vast wealth of knowledge from thousands of classrooms in major urban cities. The following three questions, in the sequence presented below was the subject of the research:

1. Can teaching behaviour be observed and described in some systematic way?
2. If so, is there a statistical correlation between the teaching behaviour and the learner outcome that permits some meaningful interpretation of the relationship?
3. Can researchers demonstrate, in carefully designed classroom experiments, that the specific behaviour does indeed produce the desired outcome of increased learner achievement?

A detailed and systematic analysis by Brophy and Good presents the findings of nearly a decade of this process-product study (1986). Not surprisingly, these findings indicate that teaching is a complex collection of decisions and actions taken within the classroom's social context, while it differs on the basis of the learners' age, maturity and socioeconomic status (SES) as well as the basic intent of a lesson and the level of simplicity or abstraction of the material content (Brophy, 2000). In addition, many of the observed instructor habits, such as the use of high- or low-level questions, convergent or divergent thought, the length of time a teacher waits for a learner's response and the type of input a teacher receives when the learner responds do not have direct associations with achievement that are consistent among all students. Rather, the relationships differ in accordance with the level of grade, SES, the complexity of subject matter and the purpose of the lesson. Wilen (1987) identifies eleven efficient questioning strategies that are positively correlated to learner achievement, but which must be used selectively by teachers with a view to a given classroom environment.

These strategies include; Plan to use questions that encourage thinking and reasoning; ask questions in ways that include everyone; give students time to think; avoid judging students' responses; follow up students' responses in ways that encourage deeper thinking; ask students to repeat their; invite students to elaborate. Published under the auspices of the Association for Supervision and Curriculum Creation (ASCD), Himmele and Himmele (2017) have in many ways confirmed, nonetheless, the efficacy of teacher questioning when used strategically.

2.5 CHAPTER SUMMARY

Extant literature therefore offers significant information on the use of questioning as a tool for successful teaching and learning, which has led the researcher to plan appropriately for the findings in the classroom and the participants' individual interviews. Through a discussion of the role of questioning in dialogues and supposed monologues, as in the lecture method in the classroom, the questioning process has been elucidated. What came to light was the school of thought that classroom dialogue is not just the verbal or non-verbal contact between teacher and student, but also the history of relationships, race, gender, SES and many other variables that inform the process. The next chapter delineates and describes the research methodology and approaches used in the understanding of the use of questioning as a primary school teaching technique.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research approach used in the study presents analysis methods for addressing and explaining the research questions. The questions and methods used to find answers to them are precisely aligned. The aim of this study is to find out, within the context of a primary school Social Studies classroom, the degree to which teachers use questions as a teaching technique. It is known that questioning is an effective method for teachers to encourage self-regulated learning and higher order thinking skills among students (Ong et al. 2016). Lennon (2017) also suggests, especially about Social Studies, that questioning during teacher-learner discussion facilitates learner interaction and helps clarify concepts and problems. This chapter describes the reasons for scientific research, offers details on the paradigm that drives the study, delineates the approach to this research, addresses the type of research, explains the research methods vividly and thus analyses the participant selection process, data collection and, ultimately, the analysis process. Finally, the chapter addresses ethical matters, describes the considerations taken in ensuring the rights of the participants in the study and then explains the procedures for ensuring that the content of the results and the entire research process are accurate and credible.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

Classroom questioning with a view to helping students understand and develop information, skills, beliefs and attitudes has been found to be imperative to the teaching and learning process. Teachers have taught in the Kingdom of Eswatini for years and have used questions in their teaching. However, teaching literature shows that most teachers do not intentionally use questioning to facilitate knowledge learning by learners. Teachers in the classroom most frequently neglect the process of dialogue between teacher and learner, while this is crucial for deep learning to occur. Despite the effort to use questions in the classroom, the researcher, as a teacher for many years, has found that very few teachers intentionally use questioning as a teaching technique with the particular aim of encouraging learner interaction and thus learning.

The researcher considers it appropriate to address the lacuna in this respect by providing an in-depth investigation into the use of questioning as a technique to encourage deep learning among learners by employing field work and not merely desktop research.

3.3 RESEARCH DESIGN

The blueprint for a report is a research template. It is the methodology that a researcher chooses to use in an accessible and consistent way to fit into the various components of the analysis (Creswell, 2014). The research design is a system that ensures that the researcher addresses the research questions successfully and thus seeks solutions to the problem of research. The architecture of the research promotes data collection, calculation and -interpretation (Flick, 2018). This section of the chapter discusses the philosophical basis of this study, explains why it was used to direct this study and explains the entire process of this particular research effort. This study aims to provide a deep understanding of how questioning is used by teachers in grade seven of a primary school as a strategy to facilitate learner learning. The whole design was created to ensure a lucid understanding of how questioning can be used by teachers in this grade to direct learners to grasp, retain and apply subject material. A successful design helps make the results of the study relevant to all, according to Creswell (2014). It makes the study interesting and resonant in this situation, making it important for those interested in promoting learner learning, particularly in the context of the Kingdom of Eswatini.

3.3.1 Research paradigm

A good thesis must clarify its philosophical foundations. This research uses an interpretive paradigm. A paradigm is a system of belief (or theory) which guides the way in which things are done. Instead of paradigm, Creswell (2014) prefers to use the word 'worldview,' following the Guba concept (1990), which entails 'a basic set of beliefs that guide action.' However, Creswell (2014) mentions that they have been labelled paradigms by other authors, citing Lincoln, Lynham and Guba (2011) as well as Mertens (2011). By seeing it as a general philosophical orientation about the universe and the essence of science that a researcher brings to a thesis, Creswell (2014) defends his use of the term 'worldview.'

The adoption of worldviews is based on discipline orientations, predispositions of learners' supervisors and perceptions from past study (Creswell, 2014). In the context of a constructivist model, the principal endeavour is to grasp the subjective world of human experience. Efforts are made to get 'inside' the person and understand him or her on that level in order to maintain the dignity of the phenomenon being examined (Bogdan & Biklen, 2007). The constructivist theory starts with individuals and seeks to understand their interpretations of the world around them. Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As learners experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge. A constructivist argument claims that learners do one thing and not another due to certain 'social constructs': beliefs, ideas, norms, identities or some other interpretive filter through which learners perceive the world. Constructivism and Interpretivism are related approaches to research that are characteristic of particular philosophical world views. Interpretivism is a viewpoint characteristically interpreted as embodying a qualitative method of analysis. The concepts emanated from the work published in 1936 by Mannheim (Creswell & Creswell, 2017) and Berger and Luekmann (1967) entitled *The social construction of reality*. In their dissertation entitled *Naturalistic investigation*, the literature on interpretivism in study also cites the contributions of Lincoln and Guba (1985). More recent work, such as that done by including Mertens (2010) and Crotty (1998), have explicated the role of interpretivists in research. Interpretivists believe humans are seeking to comprehend the world in which they live and work. Some subjective interpretations of their experiences appear to be created. Various and manifold are these definitions. Instead of reducing meanings into categories or concepts, these meanings therefore lead the researcher to look for the ambiguity of views.

The purpose of this research, as indicated, is to establish how teachers use questioning to strengthen their teaching methods and thus improve the learning of learners. Therefore, the aim is to focus on the opinions of the students, that is, the participants, as much as possible around the circumstance of their use of questioning in their classrooms. Social phenomena are in a persistent, dynamic state to the degree that social relations between actors remain in a continuous phase. Social processes are in a state of flux.

To understand what happens or how realities are perceived, it is important to research a situation in depth and to include geographical, socio-cultural and historical backgrounds (Mertens, 2010). In order for the participants to create the sense of a situation that is usually forged in conversations or encounters with other people, the questions have been written in large and general terms. This led the researcher to choose a constructivist model, which dovetails with a qualitative approach, as discussed next.

3.3.2 Research approach

Qualitative analysis focuses on meanings, definitions, symbols, attributes and the explanation of things. With the use of terms, pictures and explanations, qualitative research is inclined to determine the depth and richness of data (Lune & Berg, 2017). In qualitative research, 'objects are not reduced to single variables; rather, they are represented in their entirety in every context' (Flick, 2018). The area of research, therefore, is not an artificial situation as in a laboratory, but incorporates the subjects' behaviours and experiences in daily life (Flick, 2018). The aim of qualitative research is to find out what is new and to discover it (Lune & Berg, 2017).

The topic of a longstanding debate among social researchers is exactly this qualitative research. On one side of this debate, researchers and authors have argued that 'social life does not lend itself to any kind of scientific study.' It is seen as radically different from conducting research on natural phenomena or 'things' to explore how people view their lives and the significance and perceptions they provide to these aspects (DeMarrais & Lapan, 2004). Researchers who include in their projects the ways in which people view their lives oppose the use of 'scientific method,' preferring to use an alternative methodology often described as constructivist or interpretivist. It is sometimes also called the inductive paradigm or naturalistic research (Glesne, 2014).

3.3.3 Research type

This is a phenomenological case study design case study that involves an extensive analysis of an individual unit of interest. It is an exploratory investigation that aims to provide a detailed image of the study unit (Creswell & Clark, 2018). A unit can be an individual, organization, community or a social condition.

Basically, case studies are ideal for answering questions about how and why a phenomenon occurs. (Lune & Berg, 2017).

In a case study, furthermore, researchers want to understand the meanings that individuals offer to their experiences, study the stories they tell and bring these into perspective. Case studies investigate the interplay of all the variables in order to provide as complete an understanding of a situation as possible, in this case when using teaching questions. The aim of the phenomenological approach is to establish a complete, precise, consistent and coherent definition and comprehension of a human experience. Although its emphasis on individual subjective experiences means that this type of study can appear to fail to provide much knowledge about the wider social-, cultural- and historical contexts in which such experiences are situated, it could be argued that the phenomenological researcher would be able to understand the meanings generated by the participants more comprehensively and fully appreciate their significance (Hoiseth & Keitsch, 2015). In this vein, the researcher made deliberate efforts to examine the way teachers in grade seven used questioning in the proper sense, that is, the context of the classroom, the school and the community in the Kingdom of Eswatini, as a technique for teaching Social Studies.

3.4 RESEARCH METHODS

This section addresses the selection of participants and the careful compilation and systematic review of data.

3.4.1 Selection of participants

Because of the large size of classes, the mediocre results in external exams and ease of access, a school was selected in the Manzini Area. A total of four teachers in grade seven were chosen as study participants. In this study, easy and purposeful participant selection methods were used. These teachers in grade seven teach the topic of interest and provide rich sources of data (Flick, 2018).

3.4.2 Data collection

The investigator used two methods to achieve the goals of this project. The teachers were examined, and semi-structured individual interviews were conducted with them. All four teachers took part in the observation and interviews. The process of data generation was informed by the interpretation of the qualitative researcher's expertise (see Hoare, Buetow, Mills & Francis, 2013).

3.4.2.1 Observation

Second, the four teachers were examined during their Social Studies lessons in their classrooms. The researcher was an all-round observer (Flick, 2018). Observation as a data collection tool is to a large degree an ethnographic endeavour. The generation of data by making field notes through immersion in the field has been demonstrated to be a successful method of ensuring data reliability (Mills, 2014). Mills (2014) attests that the object of observation has shifted from the conventional field of culture to include the mechanisms and effects of interventions in current times. While the researcher played a full observer role, as an outsider he or she plays it on emic and etic levels, 'etic' refers to research that studies cross-cultural differences, whereas 'emic' refers to research that fully studies one culture with no (or only a secondary) cross-cultural focus. The conceptual framework of the researcher relates to etic methodology, while the conceptual frameworks of those being researched relate to the emic method. Hoare et al. (2013) suggest that when one performs qualitative research, the effort takes place on the level of a continuum of interaction and perspective. The research practice therefore lies between the two principles, again: emic and etic. The apparent drawbacks of observation as a study tool were effectively resolved by the researcher by carefully positioning herself in the classroom so that her role was not obstructive (Gall, Gall & Borg, 2010). She also was sure to avoid engaging with all participants in the study. Finally, she was helped by the fact that she became familiar to the class, so that her appearance after her first observation made no further difference to the participants in the study. Direct observation was favoured to make instant evidence available of the phenomenon of questioning.

It is suggested that one uses direct observation when one is performing a phenomenological study, as found by Cohen et al. (2007). In order to see things as they really are, observation is used as a way of gathering data. Via illumination and clarification, the researcher then describes the meanings of things 'instead of seeing things through taxonomic approaches or abstractions, and developing theories through the dialogical relationships between researchers and researchers.' Observational data provides the researcher with the actions of the participants in situ (Silverman, 2007). As a way of gathering data on how teachers teaching social science in grade seven use questioning as a teaching technique, the researcher therefore decided on observation. To ensure that all teachers were observed in the same way, an observation sheet was used (see Appendix C).

3.4.2.2 Interviews

The second technique for gathering data implemented in the present study centred on semi-structured interviews. Semi-structured interviews, each of which took approximately 45 minutes, were used to gather data from the four participating teachers. These kinds of interview employ a list of open-ended questions. The interviewer is expected to ask each interviewee the same questions but, depending on each of the interviewee's answers, follow-up questions may be asked. There is an interview schedule (see Appendix B) to help the interviewer remember subjects that then he or she needs to include in the interview. During the interview, interviewers are expected to probe and respond to concerns posed by the individual being interviewed.

Inductive methodologies, including phenomenology, are closely correlated with semi-structured interviews. Since it represented ongoing data collection and study, the interview guide was complex. It is also likely that the issues or subjects in one interview would be those posed in previous interviews or those that emerged as important and significant in a preliminary review. The questions or subjects in this situation may have originated from earlier findings in classrooms. Before the interview begins, an interviewer does not understand all the relevant questions (McMillan & Schumacher, 2013). The interviewer was also required to ask additional questions to explain the interviewee's responses and pursue new lines of questioning if these emerged during the interview.

The present researcher was also conscious that she was likely to interview a research subject multiple times, as based on previous interviews, also to pose new questions that had been established after interviewing other research participants (McMillan & Schumacher, 2013). The researcher understood that, by arranging a once-off meeting with an interviewee who she had not met before, meant treading on thin contextual ice (Seidman, 2006).

As an interviewer, the researcher constructed a relationship with interviewees, listened carefully and encouraged the study subject to pause and consider given matters. The researcher was aware that she had to respond to the interviewee by showing interest, curiosity, a sense of humour and, in some instances, emotional support (Creswell, 2014). However, given the semi-structured nature of the interviews, it was kept in mind that one's function as an interviewer was to provide a space for the interviewee to express their views and experiences, as relevant to the topic of inquiry (Flick, 2018). The interviewer talked significantly less frequently than the interviewee, as demonstrated by transcripts of the interviews and their analysis and representation in the project.

Semi-structured interviews appear to differ in length and, for the investigator, it was hard work (Creswell, 2014). It was similar to juggling memories of questions and think of new questions, while attempting to hold a 'normal' flowing conversation and listen closely to the interviewee. In addition, since semi-structured interviews are situated halfway between the objective standardized interview and unstructured in- depth interviews, they have a variety of competing standards. Semi-structured interviews, on the one hand, entail the maintenance of conventional interviewer/ interviewee roles to some degree. The interviewer has a collection of questions or subjects to answer to keep the discussion focused on them. However, the present researcher established relationships and remained an involved listener. The researcher also avoided being controlling or dominant, allowing the interviewee to guide the discussion and levels of disclosure instead. This attitude and posture resulted in rich data for analysis. Every interview was 45 minutes long. All the interviews were carried out only once. It was only with the second participant that the researcher returned to discuss some of the problems posed in the first interview. For this study, all interviews were audio recorded and transcribed verbatim.

3.4.3 Data analysis

By iterative thematic analysis, data from observation field notes were analysed. Individual interviews were documented, transcribed and also analysed by means of this method. Iterative thematic analysis includes the recognition of data themes and recurrent trends of data interest (Bogdan & Biklen, 2007).

The researcher was driven by the theoretical- and conceptual structures of the study to explore emerging patterns in the efforts of teachers to use questions. To direct the second phases, which were interviews with individual teachers, cues were taken from the observation results. There is a long-standing tradition of using iterative thematic analysis in sociology, anthropology, philosophy and nursing. It is also the qualitative data analysis method used in many qualitative assessments (Glesne, 2014). Iterative/thematic interpretation is central to the history of interpretive social science (Cohen, et al., 2007).

The researcher deliberately moved between evaluating and gathering new 'area' data and analysing and reflecting on the data she had gathered. This approach is especially advantageous for a versatile research design in which trends and themes found in already collected data are used to re-focus or adjust research questions and tools for data collection, such as focus group questions (Bogdan, 2007). To recognize 'interesting' parts in the data, researchers performing an iterative/ thematic analysis use a variety of techniques. The best known of these methods is coding. The researcher used this to classify parts of the data, mark them (that is, the coding) and then sort these sections into groups of similar and different attributes (Creswell, 2014). The researcher read and re-read the data carefully, searching for key terms, patterns, themes or ideas in the details found, which helped to outline the study. The 'find' feature in Microsoft Word 2007 was used to help recognize key words and their occurrences.

3.5 MEASURES FOR TRUSTWORTHINESS

An audit trail was used in this qualitative study to determine the integrity, reliability, confirmability and transferability of the results of the study. An audit trail carefully logs and documents one's research methods and choices, ensuring that others can track and check any aspect of data collection and analysis.

The audit trail was used to ensure that others could track and check any aspect of data collection and analysis, thereby ensuring credibility (Glesne, 2014). An audit trail enables the work of the original researcher to be reconstructed by research teams and outside researchers. This approach can be used to analyse or cross-check the compilation and analysis of data critically (Glesne, 2014)

3.5.1 Credibility

Truthfulness in this research was ensured mainly through direct observations and interviews with real people in real environments, classrooms and staff quarters, so as to ensure authenticity. Also utilized was the peer debriefing method (Lincoln & Guba, 1985). The peers of the researcher, principals in other schools and lecturers at the University of Eswatini (formerly known as the University of the Kingdom of Eswatini) were engaged in discussions on future outcomes, explanations and conclusions. To verify and explain conclusions, peer debriefing brought in a 'sounding board.' Member inspections were often used and were more formalized than the impromptu nature of peer debriefs (Lincoln & Guba, 1985). The four teachers were required by member checking to review the interview content for accuracy and cross-check direct observation data. By seeing to it that verbatim expressions were stated as they were registered, the researcher ensured the interview data retained credibility.

3.5.2 Dependability

The investigator maintained comprehensive records, such as study reports, in an ordered and structured manner, so as to ensure reliability. These were an important part of the data collection process, along with reflexive commentary. Dependability of approaches and practice is a matter of 'reputable procedures and reasonable choices' (Denscombe, 2007). As suggested by Flick (2018), the investigator tried to adhere rigorously to the methodologies to add reliability to this analysis. Records were kept of all notes and recordings with their dates. This audit trail provided confirmation of the data so that reliability was established. The two had a mutual relationship where one justified the other and represented the degree of the data's reliability together (Lincoln & Guba, 1985).

3.5.3 Confirmability

The audit trail was used as a tool for this analysis, following the guidelines suggested by Lincoln and Guba (1985). In a reflective journal, the researcher also published personal reflections. The researcher wrote down reflections as often as possible and when relevant, in addition to the information given for reliability. The self of the researcher is recognized as inseparable from all facets of the details.

Where appropriate, the researcher's self-awareness of her own values and attitudes and their effect on data decisions was recorded, offering clarity to support confirmability.

3.5.4 Transferability

According to Finlay (2011), qualitative study transferability eliminates the principles of 'external validity' and 'generalizability'. This is done in qualitative research to provide readers with adequate details to assess the applicability and evaluate the degree to which outcomes might be true of individuals in other environments (Shenton, 2004). This research followed the suggestion by Lincoln and Guba (1985) of using a thick definition that included a comprehensive rendering of the extensive work account in order to allow readers to assess the suitability of the study for implementing the study methods to other locations, individuals, contexts and times.

3.6 ETHICAL MEASURES

An extremely cautious effort was made to proceed with due consideration of the ethical issues in this project. In order to ensure that researchers and participants were at ease, caution was taken. There was no reason for deceit: as soon as they were recruited regarding the intent of the study, full disclosure was made to the participants. After reading it, participants were given informed consent documents, which they voluntarily signed (McMillan & Schumacher, 2013). They were assured of privacy and the fact that the information was going to be safely stored. Pseudonyms have been used and an agreement was reached with the education authorities to disseminate the study findings (McMillan & Schumacher, 2013). The researcher also complied with the guidelines of UNISA for the conduct of human subject studies.

3.7 CHAPTER SUMMARY

This chapter clarified the researcher's intentions on how to address the research questions and offered a solution to the research problem in that regard. It was explained that the paradigm was constructivist, the approach qualitative and the design a case study using phenomenology as a method of inquiry. It was explained further that phenomenology seeks to get into the experiences of the teachers in the classroom. Again, the aim of this research was to find out how teachers use questioning as a teaching technique to facilitate good academic performance. In pursuit of this objective, the researcher proposed to use two complementary instruments: an observation sheet and an interview schedule. This was analysed by iterative thematic analysis and data presented in the results section by thick descriptions. The trustworthiness of the entire process was ensured, and the investigator's ethical duties were clearly defined. The subsequent chapter describes the study's findings.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

As stated in section 4 of Chapter 1, the primary objective of the analysis was to gain a detailed understanding of how teachers use questions in a selected Social Studies classroom in a primary school to facilitate the subject's teaching and learning.

This chapter is concerned with data processing and interpretation. It provides an overview of the data and thus the findings of the study, which is to assess the degree to which Social Studies teachers in grade seven actively use questions to guide the learning of learners, recalling the research questions of the study as formulated in subsection 1.4.1., namely to discover if Social Studies teachers in grade seven give sufficient wait time to learners to process information when they ask questions; to find out if Social Studies teachers in grade seven in this primary school perceive that the teacher training process prepared them adequately to employ questions in the classroom to enhance teaching; and to make evidence-based recommendations to use questions effectively as a teaching strategy in grade seven of a primary school in Eswatini. As indicated, the study was guided by the T/S model of communication (Burbules & Bruce, 2001). It was conducted as a case study that employed observation and individual semi-structured interviews to attain its objectives. The present chapter describes the research process, delineates the data analysis process, presents data, interprets the data and finally summarizes these materials.

4.2 RESEARCH PROCESS

Since this was a qualitative case study, the primary informants, who were Grade seven Social Studies teachers, were chosen by using purposeful sampling. To elicit data, two instruments were used: a timetable for observation and an interview guide. Given that the process mainly unfolded as expected, with the exception of a few obstacles such as having the teachers affirm their availability for the observation of class teaching and the interviews, it was satisfactory. Certain trends and patterns that appeared were assigned codes. The report on data collection processes, as per the respective methods of data collection, will be unpacked in the following sections.

4.3 DATA ANALYSIS

The four participants were studied and interviewed. Responses from the participants were used to explain and enrich their narrative. The information gathered was used to steer the researcher around deciding on the assignment of names to certain subjects. The responses of the teachers to the questions asked will be listed below. A description of the research goals, as outlined in Chapter 1 (1.4), namely trends and categories that arose in the analysis, are given in section 4.5.

Data from the observation field were analysed in terms of the iterative thematic approach to such analysis. This entailed that interviews were documented, transcribed and analysed. Iterative thematic analysis includes the recognition of data themes and recurrent trends of data interest (Bogdan & Biklen, 2007). The researcher was driven by the theoretical and conceptual structures that have been expounded in the present text to explore emerging patterns arising from the efforts of teachers to use questions. To direct the second phase, which were interviews with individual teachers, cues were taken from these observation results. As indicated, there is a long tradition of using iterative thematic analysis in sociology, anthropology, philosophy and nursing. It is also the data analysis method used in many qualitative assessments (Glesne, 2014). Iterative/ thematic interpretation resides at the centre of the history of interpretive social science (Cohen, et al., 2007).

The researcher deliberately moved between evaluating and gathering new 'area' data and analysing and reflecting on the data gathered. This approach is especially useful for a versatile research design in which trends and themes found in collected data are used to re-focus or adjust research questions and tools for data collection (Bogdan, 2007). To recognize 'interesting' parts in the data, researchers performing an iterative/ thematic analysis use a variety of techniques. The best known of these is coding. The researcher therefore used coding to classify parts of the data, mark them (coding) and then sort these sections into groups of similar and different attributes (Creswell, 2014). The researcher read and re-read the data carefully, searching for key terms, patterns, themes or ideas in the details, where these helped to outline the study. In Microsoft Word 2007, the 'find' feature was used at times to help classify key terms and their occurrences.

The researchers used thematic analysis as recommended by Boyatzis (1998) and Clarke and Braun (2013). Furthermore, the researcher carefully went through the iterative process of reviewing collected data and gathering new data from the participants, while analysing and commenting on data collected already (Flick, 2018). This approach was found to be useful for a versatile research design in which data trends and themes already collected were used to reassess data collection tools and research objectives.

Researchers performing an iterative/ thematic study use various methods to classify suitable portions of the data (Flick, 2018; Clarke & Braun, 2013). The investigator used a two-stage coding technique to analyse data. The researcher used coding in the first step to classify parts of the data, mark them and then sorted these sections into groups of attributes that were similar or different. The approach involved condensing the information gathered into smaller sense-making nuggets that could be handled and placed into understandable information. This approach was inductive (Maguire & Delahunt, 2017). During individual interviews, the investigator used a tape recorder. After data collection, the researcher listened again and again to the audio recorded texts and then transcribed them into written form. In doing so, she first established certain emerging or popular themes in the details. This concluded the first coding step. In the second step the researcher interpreted the patterns that the researcher had previously identified. This operation resulted in the breakdown of the related themes and the combining of some of the related themes. These themes were then highlighted in various colours and given names which are in accordance with the different research questions (Flick, 2018).

Verbatim expressions of the research participants were noted for presentation in these colour-marked pages. The researcher performed this because, in the cases of several citations from research participants, she preferred 'thick descriptions,' so that the analysis could speak for itself (Geertz, 1973; Stewart, 2014). As mentioned, some of the codes used to classify parts of the transcribed data were bad use of questions, only knowing the questions used and not applying wait time.

4.3.1 Participants' biographical data

This section presents the biological information of the participants, as presented in Table 4.1 below.

Table 4.1: Research participants' biographical information

Name of participant	Qualification	Number of years' experience	Number of years teaching class	Gender	Age
1	Primary Teachers Diploma (PTD)	5 years	5 years	Female	27
2	Bachelor of Education (BEd. Primary School Teaching)	8 years	8 years	Female	39
3	Primary teachers Diploma (PTD)	16 years	13 years	Female	47
4	Primary Teachers Diploma (PTD)	12 years	9 years	Male	42

As reflected in this table, four educators participated. Each of them participated in the observation exercise and individual interviews. Participant 1 had a primary education in primary teaching diploma (PTD), five years of teaching experience and five years of Social Studies teaching in the classroom. She was female and the youngest of the participants at 27 years of age. Participant 2 held a B.Ed. of main learning, was a 39-year-old woman with eight years of teaching experience, and she had been teaching the same class since arriving at the school. Participant 3 held a primary teaching diploma (PTD). She had 16 years of teaching experience and had taught the class for

13 years. Finally, Participant 4 also held a PTD, had 12 years of teaching experience in the same class. The participant was male and 42 years of age.

4.3.2 Lesson observation data

The investigator took notes during the period of observation. Line-by-line coding was used to evaluate the memos that had been jotted down during classroom observation. Lesson observations were conducted to achieve the study's first two aims:

- To find out the extent to which teachers consciously use questions to direct learners' learning.
- To find out the extent to which teachers give sufficient wait time for learners to process information when the questions have been posed.

The results are discussed below with a view to the project's goals.

4.3.2.1 The extent to which Social Studies teachers in grade seven consciously use questions to direct learners' learning

The observation of lessons revealed several shortcomings in teachers' ability to use questions to build lessons and make learners participate in the lessons. This was confirmed by the interviews with the individual teachers. The relevant extracts from the observation field notes are presented below.

Participant 1

The topic of the lesson was entitled 'The political regions of Swaziland'. The teacher asked the learners to name the four regions of the Kingdom of Eswatini. She further asked them how many regions there were. The learners did not respond. Then she gave out the answers to her question - the regions of the Kingdom of Eswatini were Manzini, Lubombo, Shiselweni and Hhohho. The teacher did not motivate the learners to consider and discuss the topic. She instructed the learners to draw the map of the Kingdom of Eswatini and appropriately label the regions; the learners were failing to draw the map, until she gave the learners papers to trace it from their exercise books. Some failed to label the regions correctly. In her teaching, no insights were created, that is, her questions did not elicit any thought about the relationships between

phenomena, for example when she taught about the regions of the Kingdom of Eswatini, she should have spoken about the map of the Kingdom of Eswatini before.

The questions could then have focused on to elicit discussion about the relationships between the map of the Kingdom of Eswatini and the regions; or she should have led the learners to a discussion talking about the map of the Kingdom of Eswatini (in groups), while asking if all the people of the Kingdom of Eswatini live in one place/area, which would have steered the learners to think critically, study the map of the Kingdom of Eswatini and come out with correct responses. The teacher's questions did not stimulate learners to pursue knowledge on their own, and the questions she asked were of low order. For example, she asked the learners 'what are the regions of Eswatini? How many regions does Eswatini have?' These do not allow learners to think critically to arrive a correct response, nor does it stimulate the learners to pursue knowledge on their own. In the lesson's evaluating phase, the teacher asked learners to draw the map of the Kingdom of Eswatini and write down the regions in their correct places. The teacher's instructional goals and objectives were not met, because all the questions she asked were answered by her instead of the learners. She failed to ask a question that would have directed the learners on what to do, preferably in groups, and that is why she failed to accomplish the goals she set to achieve at the end of the lesson. When the learners failed to draw the map of the Kingdom of Eswatini and enter regions correctly, she was very furious, and came down hard on the learners. She said: 'Nihlulwa lite nine, nehluleka kufundza,' which means 'you fail to answer a simple thing because you fail to read.' She further hammered the kids, and said 'in my teaching years, I've never come across such a poor performing class.'

Participant 2

The teacher wrote down the topic on the chalkboard. 'Mineral Resources of the Kingdom of Eswatini' She asked learners to define the word 'resources,' in the following words:

'What do you understand by the word resource, what does it mean'? The learners kept quiet and I could see that they were hearing the word for the first time, because some tried to repeat it after the teacher, while some pronounced it as 'source' and some as 'recess'. The teacher overheard the learners saying the word incorrectly, became

furious, and came down hard on learners for pronouncing the word in the ways they wanted. She again pointed at the word on the board. The learners had lost focus because of the teacher's anger.

The environment was no longer favourable for the learners to learn anything. The teacher told them that she would not say anything on the topic until they had come up with a relevant definition of resources.

Had the teacher asked questions that developed interest and motivated the learners, this scenario could have been avoided. The teacher asked the question as if she was continuing with the topic, as though the learners were exposed to the word before. Yet it clearly was the first time she taught this lesson to the learners. The teacher did not use the questions to check how the students have prepared for the lesson. Also, the lesson was not evaluated, nor was it presented: it was an introduction at the stage at which the learners failed to define resources, as indicated, leading to unsolicited and unjustified anger, which put the learners at a distance from the materials. Importantly, then, she failed to use questions that would have stimulated the learners to pursue knowledge on their own. The teacher should have given the learners the task of researching the word 'resources'. The learners could have emerged with a correct definition of the word.

Participant 3

The teacher asked the learners the following questions:

- a) 'What are social services?'

Responses from the learners: These are things that are provided by government to help people in a country or community.

- b) 'What are the things that are included in social services?'

Responses from the learners: social services include health, school's roads and water. The teacher instructed learners to sit in groups of eight and write these answers down as headings. They were told to choose a leader and a secretary, while that which they agreed on had to be written down, ultimately to be presented by a group representative on their behalf.

After the first period, the teacher instructed the representatives to stand up one at a time and present their group's findings. She helped the presenters when they encountered a problem, especially around having difficulty expressing themselves in English. The other learners were encouraged to take notes during these presentations. The teacher would now and again use examples to clarify important things. She would sometimes involve the learners in her discussions. After each presentation, she would comment on the input given by the group.

In the evaluation phase, she asked learners to open page 81 of the Social Studies pupils' book, and answer questions 1-4 in the books. The questions read as follows:

- 1) Why does the government of the Kingdom of Eswatini provide so many social services?
- 2) Describe some social services done in your area.
- 3) Who benefits from social services provided by government? Explain your answer.
- 4) What would happen if social services by government would be stopped?

Except for **participant 2**, the other teachers had used her own questions to develop interest and motivate the learners to become involved in the lesson. This was witnessed by the pupils' participation in the discussions and their participation around answering questions, while group discussions made the lesson flow. This was because the teacher's questions helped the learners develop critical thinking skills and acquire effective attitudes.

Had the teacher (**participant 2**) used her own questions that would guide the learners in their discussion to come up with correct responses it would have been to her advantage because when assessing herself on whether she had achieved her goals and instructional objectives. It would have been easy to evaluate her because the goals and objectives are set by her stating exactly what she wants to achieve at the end of the lesson.

Participant 4

The teacher wrote the topic of 'Colonialism' on the chalkboard and asked the learners the following questions.

- a) Name the European countries involved in the scramble for Africa.

They did not respond at all. She repeated the question, but still there was no response, and she went ahead and asked a different question without helping the learners with a response.

- b) How did Africa look like after colonization in year 1900?

Again, learners did not respond to the teacher's question. She did not help the learners by giving them an answer to the question or by simplifying it or by any process of scaffolding so that they could get the answer.

Participant 4 presented her lesson as follows. She told the learners to open their atlases, and they were subsequently asked to identify the European countries that were involved in the scramble for Africa. The learners did not know which pages to open so as to find them, until the teacher told them to open page 44. The learners opened the page on which a world map appeared, and still the learners could not identify the countries that were involved in the scramble for Africa. The teacher went ahead with her lesson and asked the learners further questions.

The learners were asked to examine the impact of colonialism on Africa Evaluation: The teacher wrote questions on the chalkboard for learners to write. These were the questions:

- 1) In your own words, explain what a colony is.
- 2) Give four reasons why European countries wanted colonies.
- 3) Choose one southern African country, and use your Social Studies atlas to find out what natural resources the country had that would have made it attractive to colonizers during the colonial period.

4) Do you think African leaders gave up some of their customs and took up European customs during the colonial period? Give reasons for your response.

5) List four (4) effects of colonialism on African countries and people.

The teacher's questions were far above the learners' understanding, that is, they were not simplified to the level of the learners, so that no interest was elicited from them. The result was that learners were not involved in the lesson at all. Even the teacher herself seemed not to know the response to the question she had posed. The learners did not seem ready for the lesson, as evidenced when they did not participate in the activities the teacher assigned them to do. The teacher's questions did not help her monitor the ways in which learners were prepared for the lesson. They were not stimulated to pursue knowledge on their own, and it seemed that there were no questions assigned to the learners to research the topic. Learners looked lost throughout the lesson. The questions posed were also above the learners' understanding, as indicated, so that it would have been difficult to achieve the instructional goals and objectives she may have set for herself and had hoped to achieve by the end of the lesson.

4.3.2.2 Establishment of the extent to which teachers give sufficient wait time to learners to process information when they ask questions

Teachers did not give enough time for learners to think about questions. It was common practice among teachers to give about 30 to 40 seconds for responding after having posed a question. In most cases, learners looked puzzled and after a very short time the teachers would ask the questions in a simpler way. The major common themes that emerged from classroom observation were that teachers used recall questions most of the time, did not use wait time and forgot to even use questions, while questions did not form part of the teaching process and were not used to progress the learning process and motivate learners to think about the topic. Teachers used questions only when they were about to assess students.

4.4 INTERVIEW DATA

The specifics of the interviews with the four participants are given in the following section: Questions were followed as stated on the interview schedule (see Appendix B).

4.4.1 Determining the extent to which Social Studies teachers in grade seven consciously used questions to direct learners' learning.

4.4.1.1 In your view, what is a good question?

Participant 1 responded: it is a question that requires very straightforward responses.'

Participant 2 said: 'a good question is one where the teacher has already got an idea about the various responses students may give and also helps to build the lesson'.

Participant 3 said that 'a question is any request from the teachers that learners respond to. **Participant 4** said: 'a good question does not confuse learners and answers are easy to obtain without confusion '.

4.4.1.2 Tell me how you use questions to teach

Participant 1 said she did not deliberately use questions to make her lessons progress, while **Participant 2** indicated she did not understand the question, but said if it was to make the lesson progress, then it most often failed, because the learners did not read at home, and so she always had to refer them to the textbook, while this used up time. **Participant 3** said she only used questions to find out if students understood what she had taught, but not for the sake of lessons to progress. **Participant 4** said he was fully aware of the need to ask questions, but just did not have the time to do it.

4.4.1.3 What are the frustrations when you use questions during your teaching?

Here teachers indicated that learners did not answer the questions, while this slowed down the whole process. **Participants 1** and **3** stressed their frustrations around trying to use questions. **Participant 2** said she tried, but learners would not give appropriate responses, and she had to go back to previous lessons. **Participant 4** indicated he could not categorise the questions he asked.

4.4.2 To what extent do teachers in grade seven give sufficient wait time for learners to process information in Social Studies when asked questions?

4.4.2.1 Kindly tell me what you understand by the concept of wait time

Except for **Participant 2** the concept of wait time was not known or understood. **Participant 2** stated that she usually asked questions during and after the lessons. 'I can wait for 3-5 minutes for the learners to think. I tell them the answer if they are delaying to answer'.

4.4.2.2 When and how do you use wait time

Participant 2 stated that she knew the importance of wait time and so usually gave learners time to digest the question. She usually repeated the question, while giving learners time to think of a response to it.

4.4.2.3 Please, outline the steps you take to make learners to answer questions

Participant 2 stated that she normally waited for about 10 seconds after posing a question. If the answer did not come, she repeated the same question and then rephrased it if still was no response, so that the learners were able to comprehend it better.

4.4.3 To what extent does the teacher training process adequately prepare the grade seven Social Studies teachers in this primary school to employ questioning in the classrooms to enhance their teaching?

4.4.3.1 Please recall your days as a student-teacher. Can you tell me what you learnt about the use of questions?

Participant 1 stated that the college did teach them the importance of using questions while teaching. Participants believed that the college had done its part in equipping them with the skills around asking questions; however, **Participant 3** believed that they were lacking understanding of the need to use different questions to help learners reason out answers.

4.4.3.2 What other ideas do you have about the use of questions?

While some participants shared common understanding of the importance of the use of questions, **Participant 1** expressed different view. She stated that 'my college never prepared me sufficiently to use questions. They just told me that questions should be coherent to the objectives; the other importance of questions is what I learnt through experience'.

A follow-up question was asked: 'Do you use questions on different cognitive levels? Give an example'. All participants said they just did not consider the levels of questioning, whether these be of lower or higher orders. They felt that they really did not have time to think about things such as putting questions into categories.

4.5 THEMES FROM THE STUDY

The major theme that emerged from this study was poor use of questions.

4.5.1 Teachers mainly used recall questions

Teachers used recall questions that were meant to assess learner's comprehension of subject content, but not to direct the teaching process.

'I don't understand how I must use questions to guide learner's comprehension of subject matter. What I do is when I finish teaching and I want to assess learners understanding, I ask questions on the topic and the students answer the questions. As for what we learnt about Bloom's taxonomy of knowledge, I still find it difficult to understand. The syllabus is wide and so when you spend time trying hard to bring learners to understand you delay the class. ... we just give them the facts from the book' (Participant 1).

'You see, when I prepare my lesson notes, I find it difficult to generate questions to bring learners attention to the subject matter. What I do is just teach what the text book says. Most of these children cannot read and if you ask them to go home and read they come back without having done anything. What will you do? You have to cover the textbook for the grade so I just teach' (Participant 3).

4.5.2 Teachers forgot to even use questions

As was evidenced by the first sub-theme, teachers were in a hurry to write down their lesson notes. They relied very much on the teachers' guide, and so to even use the questions they had copied from the teachers' guide.

'I scarcely remember to use questions. Sometimes I intend to use the questions but I also have the feeling that the learners will not be able to answer the questions' (Participant 2). Her body language indicated that she did not think there was the need to ask questions.

4.5.3 Questions did not form part of the teaching process

One therefore infers that questions rarely formed part of the teaching process. Teachers bluntly stated that they did not use questions to make the lessons progress. They had learnt to use questions for assessment. When the discussion during the interviews went into issues such as scaffolding, Participant 2 clearly stated that they knew nothing about those processes.

'As for what you describe as scaffolding, this is the first time I am hearing about that. No one, I mean, no one in my teaching career ever mentioned this'. She recalled, however, that during her recent Bachelor of Education classes, one lecturer kept mentioning Vygotsky and spoke about ZPD (the zone of proximal development), while making a considerable effort to explain the processes, but she did not pay attention, since it was not part of the course outline. 'Yes, I heard about Vygotsky but I thought it was too late', said Participant 2.

4.5.4 Questions were not used to progress the learning process and motivate learners to think about the topic

Teachers used questions only when they were about to assess students. To discover if Social Studies teachers in grade seven gave sufficient wait time for learners to process information when they were asked questions, the following was used:

- a) Kindly tell me what you understand by the concept of wait time

All participants said they had no idea about what wait time was. Participant 3 commented rather jokingly that she did not think the lecturers at the time knew about the concept.

b) When and how do you use wait time

All the participants did not know about the concept

c) Please, outline the steps you take to make students to answer questions

Participant 1 said she would just give the opportunity to someone else to answer the question. Participant 2 said she tried to explain further but if the learner failed she, moved on. Before moving on, however, she tried to simplify the questions. **Participant 3** said she rarely used questions, except for assessing or rounding off her teaching. **Participant 4** indicated that, due to a lack of time, he rarely used questions.

4.5.5 Teachers did not use wait time

None of the teachers understood the expression 'wait time', and requested to be told about it. The interesting aspect of this was that, when they were all told what wait time was, they became interested in the concept and suggested how they could use it fruitfully. **Participant 3** exclaimed:

'Yes! This is what we should have been taught at college. ... I don't think even those lecturers had any idea about it.'

4.5.6 Learners took too long to respond to questions

Learners were often blamed for not answering questions. The participants generally were of the opinion that learners were lazy, and did not read at home. **Participant 1** said:

'These learners are just lazy people'. Their parents don't even care about what they do at school. Even when we ask them to collect reports they send complete strangers to come and collect the reports. These children just don't have proper supervision at home so they don't have time for school work and sometimes, particularly the boys do not even take part in household chores. They make teaching difficult!'

Participant 4 laughed for some time, and said:

'With the many things we have to do in Social Studies, how do you spent time trying to make someone who is not ready to think answer questions. You can't complete the syllabus then. If this is what we have to do then more classrooms have to be built so that our class sizes are reduced so that we can give individual attention. You were in my classroom to observe me. You saw I did not even have sufficient space to go round to see my students while they did seat work. Hmm it is a good idea, but, wait time, has sufficient research been conducted to show it works?'

4.5.7 The concept of ZPD not understood

When asked specifically what the participants knew about ZPD, **Participant 2**, who demonstrated considerable understanding of questioning strategies during her interview, was the only one to engage in a lengthy discussion on the issue. The other participants honestly said they had no idea about the construct and had never used it in their teaching.

4.5.8 No preparation at pre-service for the use of questions during teaching

As indicated earlier, all participants said they did not recall any conscious effort made during their pre-service education to teach them questioning strategies and how they could be used. They had not been given information on questioning strategies, specifically during further professional development courses.

4.5.9 The only concept about questioning recalled was 'leading questions'

All participants said they could recall lectures on leading questions. They could remember that those types of questions led learners to understand lessons. They however said that that was all they had to know to pass examinations. No conscious effort was made to employ questions in the process of teaching, except to test learners. 'What you are asking me is strange. Yes. I have used questions but it for tests', **Participant 4** stressed.

4.5.10 Bloom's taxonomy not clearly understood

All participants said they could recall the taxonomy and that it could be used to guide testing, but did not really practice it, and had never used it to guide writing their examination items. They could not really remember how it could be used to guide them in teaching. They regarded the set of ideas as one of those things to read to pass examinations.

4.5.11 Absence of ability to weave questions into teaching process

All the participants insisted that in their school, with the average of 60 students in a class, it was extremely difficult to pay attention to many of the tenets of teaching. There was no time to think of individual attention and no time to weave questions into the teaching process. They said even if one desired to implement it, the skills for doing so did not exist.

The interview data was transcribed and coded by combining participants' responses into common themes or related ideas that arose from these. Interpreting and evaluating the themes were also appropriate.

4.5.12 Summary of the findings and its implications

Table 4.2 Objectives, themes and categories observed

Objectives	Themes	Categories
To determine the extent to which Social Studies teachers in grade seven consciously use questions to direct learners' learning.	Poor use of questions.	<ol style="list-style-type: none">a. Teachers used recall questions most of the time.b. Teachers failed to use questions altogether.c. Questions did not form part of the teaching process.d. Questions were not used to progress the learning process and motivate learners to think about the topic.

To discover if Social Studies teachers in grade seven give sufficient wait time to learners to process information when they ask questions.	No use of wait time.	<ul style="list-style-type: none"> a. Learners took too long to respond to questions. b. The concept of scaffolding was alien. c. The concept of ZPD not understood.
To find out if Social Studies teachers in grade seven in this primary school perceive that the teacher training process prepared them adequately to employ questions in the classroom to enhance teaching.	No preparation at pre-service for the use of questions during teaching.	<ul style="list-style-type: none"> a. The only concept about questioning recalled is 'leading questions'. b. Bloom's taxonomy not clearly understood. c. Absence of ability to weave questions into teaching process.
To make evidence-based recommendations to use questions effectively as teaching strategy in grade seven.	Training.	<ul style="list-style-type: none"> a. Workshops b. Curriculum change at pre-service level. c. Train specialists in specific classroom strategies like questioning, formative assessment, differentiation and other relevant strategies.

4.6 DATA INTERPRETATION

This study has delineated some of the researcher's personal suspicions. The findings show that the state of classroom practice, particularly with regard to classroom discourse and dialogue, is dire. Teachers did not see the importance of the use of questioning to stimulate knowledge acquisition in Social Studies in the school where the study was carried out, and even when they did employ questions, it was not done with the intention of stimulating learners to think more deeply. As indicated, the T/S theory suggests that proper use of questions assists learners when it comes to understanding content and even its application (Burbules & Bruce 2001). The dialogue envisaged by Burbules and Bruce (2001) however was found to be non-existent in the classrooms studied within the present project and among the teachers interviewed.

Data gleaned from observation and interviews will subsequently be discussed in accordance with the themes and categories identified.

4.6.1 Frequent use of recall questions

During the interviews, all the participants had forgotten about Bloom's classification of knowledge. The teachers did not remember the classifications clearly. This meant that they did not use any of this knowledge around questioning.

It was observed that the four teachers mainly employed recall questions, a trend mentioned also in extant literature on the topic of using questions in the classroom. Anderson and colleagues have found a considerable time ago already that remembering information was considered the lowest order of cognitive processing, while questions of the recall type are nonetheless the most frequently asked by educators (Anderson et al., 2001). In Indonesia, Rahayu, Hendayana, Mudzaki and Rahmawan (2019) made a similar observation. The results of the present study are therefore consistent with the literature that teachers prefer to use higher order questions gradually (Rahayu et al., 2019).

4.6.2 Teachers forgot to use questions

It is interesting to observe that teachers would plan to use questions but forget this completely. The researcher could not offer any explanation for this. One could conjecture that, in the anxiety to use time adequately, the teacher would sometimes forget the plans drawn up for the lesson. None of the literature distilled discussed this phenomenon, though.

4.6.3 Questions did not form part of the teaching process

In this instance, questions were not part of the entire lesson plan. All the teachers only used questions for assessment. This practice goes back to the observation that teachers were not prepared to use questions to develop their teaching during pre-service education. The literature on questioning showed that, in countries outside Africa, several forms of questioning are intentionally used in the classroom to make students learn (Frankie et al., 2009). The absence of the deliberate use of questions could be result of its being absent in the teacher education process in Eswatini.

4.6.4 No deliberate use of questions to progress teaching

The teachers mainly understood questions to be part of a procedure for assessment. In the classroom, during lessons, questions were not used for lessons to progress. Teachers did not have questions in mind as progress instruments. This finding is quite contrary to the trend that has been established in extant research (Joseph, 2018). Despite the fact that the extant literature is replete with information on the importance of classroom questioning (Joseph, 2018), the present study evidenced that little understanding of questioning prevailed as a teaching tool at the research site.

4.6.5 No use of wait time

The present study demonstrated that the teachers did not know about wait time, as indicated. This was revealed during interviews. Ultimately, insight was gained into the relevance of the practice. At least one teacher thought it was a good idea and wished it could be practised. The most considerable complaint in this respect was the bulk of the Social Studies syllabus. Teachers indicated that they could not afford the patience needed for waiting for students.

Since teachers lacked questioning skills, it was to be expected that the practice of wait time should also be beyond them. Nonetheless, the importance of wait time cannot be over-emphasised (Alsaadi & Atar, 2019). It is imperative for teachers of all subjects to master skills in the use of wait time 1 and wait time 2 within the classroom, as indicated in extant literature (Toste, Vaughn, Martinez & Bustillos-SoRelle, 2019). Toste et al. (2019) emphasise the use of wait time to promote the comprehension of content in a Social Studies class. The present study has provided compelling evidence that teachers however did not use wait time, which did not augment well for effective teaching.

4.6.6 Learners took too long to respond to questions

Classroom observation showed the period of time used by learners to answer questions. It appeared that it was excessive, and this could stem from a number of factors. The study did not go to the extent of trying to understand why this occurred, but it can report some reasons for this, including that the structure of the questions did not make it easy for the students to follow what was required. Consider again that

studies have shown that quality questioning can improve student learning (Walsh & Sattes, 2016) (see Section 1.2.1). The lack or distortion of this will remain the bugaboo of teaching practice in teaching Social Studies at the school of study and probably the majority of schools in Eswatini, until concerted efforts are made to enhance the standard of teacher questioning in pre-service and in-service teacher education.

4.6.7 The concept of ZPD and scaffolding not known

Student engagement turned out to be quite poor. The observations and interviews demonstrated that it was quite difficult for teachers to question and lead learners to answers. In the main, this practice was absent, and teachers indicated during their interviews that they did not understand and had not read about ZPD and scaffolding.

Here one is reminded that teachers have to be versatile in the art of questioning to be able to have the necessary effects in classroom dialogue with students (Joseph, 2018).

The teachers furthermore clearly lacked Vygotsky's principles of teaching any subject effectively, that is, they did not use scaffolds to arrive at the ZPD.

4.6.8 No preparation for the use of questions in classroom

All the interviewees said they had not been prepared to use questions as a teaching strategy process. This is just one of the indications of the miserable standards of teacher preparation in the institutions of teacher education in the country. Consider that new concepts take time to be incorporated into programmes in the country. Teachers have long since used questioning methods to analyse materials, discuss learning, explore thought processes, raise questions, look for new or alternate solutions and inspire students to focus on important problems or values that they had not previously considered (Giouroukakis & Cohan, 2014). It is worrisome that this research did not find this to be a standard practice (Section 1.2.1). One can confidently infer from the analysis that this practice was non-existent or rare. This was because questioning as a teaching strategy to engage students had not been practiced in teacher education and had not been taught at all.

4.6.9 No clear understanding of Bloom's Taxonomy

No clear understanding of and utilisation of Bloom's taxonomy of knowledge were demonstrated in the classrooms observed. Even when teachers were interviewed, they only showed vague recollections of the conceptions in the classification. This taxonomy is so relevant to efficient and effective teaching that a lack of clear understanding of it is a handicap to a practicing teacher. This was found to be the situation in the Social Studies classrooms studied. Lloyd, Kolodziej & Brashears (2016) observe that student debate arising from careful preparation and teacher communication was part of the classroom culture in well-established learning communities in which teachers explicitly accepted student viewpoints and questions, and appreciated a conversation-like approach to dialogue in the classroom. This approach provides opportunity for teachers to understand their students better (Lennon, 2017). It also helps foster a sense of belonging within the classroom by coordinating the class to embrace these rich conversations. Teachers should actively encourage critical thinking and self-efficacy (Davoudi & Sadeghi, 2015).

4.6.10 Workshops

The suggestions made by teachers included the organisation of workshops to educate teachers on questioning. These, they suggested, could be done at school and other levels. Although this suggestion is valuable, it should be noted that the essence of facilitation at workshops is significant. Professional development for teacher educators is also necessary. It is vital that educators begin the process of understanding relevant classroom teaching issues (Van der Klink et al., 2017) (see Section 1.2.1).

4.6.11 Curriculum change at pre-service teacher education level

Teachers also suggested curriculum change in the teacher education institutions. This, they insisted, must be well thought through and appropriately executed so that it could be effective. This suggestion is quite consistent with the suggestions of many classroom dialogue studies (Borg, Clifford & Htut, 2018) (Section 2.2.1).

4.6.12 Train specialists

The four teachers felt it was imperative to train specialists who understood classroom practice so well that they would be able to educate teachers in the art of questioning. To the researcher's mind, this would apply to pre-service- and in-service teachers. There needs to be a concerted effort to properly inform teachers about the art of questioning. Making teacher educators competent and therefore efficient has been and remains a catchword in teacher education (Anagnostopoulos, Levine, Roselle & Lombardi, 2018) (Section 1.2.3).

4.7 CHAPTER SUMMARY

The chapter has shown how difficult it was for the four teachers teaching Social Studies in a primary school to employ questions to promote learners' understanding of subject matter. The results of lesson observation and individual interviews with the Social Studies teachers showed that, despite that which the extant body of knowledge says about the use of questioning in promoting learning, teachers in this school were not at all conversant with the use of questions to promote learning, and found concepts and constructs associated with questioning strategies in the classroom strange, despite their many years of experience, and at least a diploma in teaching at the primary level of education. Their backgrounds indicated a rich number of years in teaching and in teaching Social Studies in the classes they had occupied. The observation done in the classroom demonstrated that the teachers generally lacked patience, and ignored questioning as a tool for progressing teaching and promoting content knowledge. The teachers did not hide their weaknesses, but instead blamed their teacher educators of pre-service and in-service education and some also blamed the learners. They condemned the further professional development efforts of the education authorities. Their suggestions for improvement of teacher training included a thorough evaluation of the status quo in teacher education, and evidence-based, concerted efforts to improve the process for better understanding of the pedagogical requirements of teaching. The interpretation given to the findings are that the status of the use of questioning in the Social Studies classroom in the school studies was almost absent, and there is a considerable and urgent need to improve the situation.

4.8 CONCLUDING REMARKS

It has been quite revealing to explore the use of classroom questioning with a view to its potential promotion of learning in Social Studies. The level of knowledge on the importance of the use of questioning as a tool in teaching was, again, found to be harrowingly poor. This showed that, if the teaching service in Eswatini were to carry on with business as usual, while making no effort to change the situation, the teaching process will not improve. Based on the findings in this study, one could conclude that this situation may be prevalent and needs to be addressed as early as can be afforded. The literature indicates that a great deal of study has been carried out on this topic, but among the teachers surveyed, very little is known about this subject matter. Against this background, provisional conclusions around the present study's thesis will be discussed in the subsequent chapter. It will offer a review of the report, reach conclusions and make suggestions for improving the current situation around classroom questioning at this school.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This research focused on the use of questioning in the teaching of Social Studies in a primary school in Eswatini in grade seven. The main objective of the research was to find out how effectively teachers used questioning as a teaching technique to improve teaching and learning. The research sub-problems were:

1. To what extent do teachers consciously use questions to direct learners learning?
2. To what extent do teachers give sufficient wait time to students to process information when asked questions?
3. To what extent does the teacher training process adequately prepare teachers to employ questioning in the classrooms to enhance their teaching?

The objectives were met. The results were eye-opening and could lead to an amelioration of teaching and learning in Eswatini classrooms.

This chapter summarizes the current state of knowledge on the value of classroom questioning. Subsequently, the findings of the study are discussed with a view to extant literature on the topic. The research conclusions are stated and recommendations made regarding the improvement of the situation of questioning for effective teaching and learning. Finally, avenues for further research are suggested.

5.2 SUMMARY OF RESEARCH FINDINGS

This section deals with a synopsis of the literature and research findings.

5.2.1 Synopsis of the literature

The study delineated the Teacher-Student Communicative model (T/S model). This was the principal theory that was used as a cue to direct it. This model illustrates a type of teaching practice and a theory of how teaching has been conceptualized for research purposes (Burbules & Bruce, 2001). It assumes the teacher's and student's performing roles are given, distinct and relatively stable.

Burbules and Bruce (2014) argue that who teachers are, and whom the students, should be readily apparent in their different communicative roles and other aspects of their conduct and interactions: it should be apparent as soon as one walks into a classroom in any country. The teacher has all the authority and asks questions, and the student subserviently answers the questions, while it is the teacher who decides who is wrong. More often than not, it is the student who is wrong (see Section 2.2.1).

Questions have been used at least since 1912 to guide classroom instruction, as stated by Sadker et al. (2012). They have been employed for a wide range of educational purposes. The art of questioning was used to diagnose learner skills and to test learner knowledge with a view to contents that had been studied previously (Meacham, 2006). Most of the questions posed in the classroom were asked at a low intellectual level, typically requiring nothing more than rote memory and recall.

Such questions were posed not by the students, but by the lecturer. The United States, the United Kingdom, Germany and Australia, as well as several developing countries, have stated that educators use questions at very low intellectual levels in the classroom (Wilén, 1987). Questioning takes a great proportion of time. It is characterized by the initiate-response-evaluate model of discourse (Tienken et al., 2009) (see Section 1.2). It is also used often in classroom discussions. Interest in the art of questioning as an instructional tool is normally traced back to the fourth century BCE, as shown in the Socratic dialogues recorded by Plato (Tienken et al., 2009) In contemporary times, educators use questions to manage learners' behaviour and assess their understanding or knowledge (see Section 1.2).

Any sentence with an interrogative form or purpose is a query (Haydon & Hunter, 2011) (see Section 1.2) The questions of educators in classroom settings are described as instructional indicators or stimuli that convey to learner's content elements to be learned, and instructions for what they are to do and how to do it. There is a link between the activities of teachers in the classroom and student performance, including achievement, retention and level of involvement (Hong & Melville, 2018).

The role of language and discourse theories was subsequently discussed, while focusing on the concept of dialogue in formal education. The role of dialogue in formal education was examined with a view to the days of Socrates (Acar & Kilic, 2011).

The body of dialogue information shows, according to Dillon (1988) that its utility in educational settings depends on the relationship between types of communicative interaction and four other variables: the contexts of such interaction, other participant behaviours and relationships, the subject matter under discussion and the various discrepancies among participants. Under the changing structural and demographic conditions of teaching and learning, and within the changing educational needs and priorities of society, concepts of dialogue need to be rethought (Dillon, 1988) (see Section 2.3).

Questions were subsequently categorised as convergent or divergent (see Section 2.4). Questions have been found to answer varying levels of comprehension ranging from mere recollection of memorized information to processes involving profound logical thinking. Therefore, with the goal of obtaining clear learning results, questions should be related to different cognitive domains. In terms of cognitive complexity, each domain is further classified as of a smaller- or higher order. The lowest order of cognitive processing is known to be remembering, which is the act of retrieving information. Unfortunately, the literature says that the most common questions asked by educators are recall-type questions (see Section 2.4).

The researcher then examined issues that could be termed 'pedagogical communicative relations'. Such relations have a history and are concomitant with pertinent words and means of communication, in addition to being relevant to the discussions of power relations between the teacher and the student (Bakhtin, 1981). Several aspects of dialogue were discussed as found in the literature. Around discussing questioning techniques, the literature revealed that knowledge and efficient use of the techniques made teaching effective. The superlative nature of the use of questions during teaching was revealed in this discussion. While oral and written questions facilitate student learning, at least one study found that oral questions are more effective (Wragg & Brown, 2001). The questioning literature has also shown beyond doubt that the proper use of questioning methods in the classroom increases the efficacy of teaching (Haydon et al., 2011). It was also established that literature on questioning indicated that the rapid fire questioning that most teachers use in their teaching could be more effective if they gave the learners sufficient wait time (Bond, 2007).

There is now an increasing body of evidence, as examined thoroughly by Brophy and Good (1986) and Wilen (1986), showing that sufficient questions, properly asked, lead to a substantial increase in student learning. The introduction of video tape recorders or digital formats in many schools now also makes it easier for educators to analyse their own teaching habits, objectively focus on their questioning methods and practice good examples watched during in-service programs. Brophy and Good (1986) have established that questioning is a vital ingredient in deep learning. Questioning has become an imperative component of classroom teaching, and it is now known that different techniques of questioning yield different results depending on the grade level, students' SES as well as lesson goals.

5.2.2 Synopsis of empirical findings

A succinct overview of the biographical characteristics of the research participants is given in this section, and the results of the study are summarized according to the research questions, as discussed in Chapter 4 of the study.

5.2.2.1 Biographic characteristics of research participants

The research included four grade seven teachers in Social Studies. There were three women and one male, all with teaching experience, between the ages of 27 and 42 years. Just one instructor had a bachelor's degree. The rest of the research participants held primary teacher's diplomas. Data analysis was conducted by employing thematic analysis as recommended by Clarke and Brown (2013) and Boyastzis (1998). Data obtained from classroom observation and individual interviews were read again and again, themes and sub-themes were established and verbatim reports made from participants were used as recommended by Creswell (2014).

5.2.2.2 The conscious use of questioning by grade seven teachers to direct teaching and learning

It was found that none of the participants used questions, in contrast to the findings of extant literature. Even when questions were used, they were reduced to rapid fire ones and were not adequately planned to guide learner's learning. These were also found to be restricted to recall questions used as part of an assessment process. They were

not meant to encourage critical thinking. Teachers did not use divergent questions, and did not report using such questions during the interviews.

5.2.2.3 The use of wait time by teachers

All the teachers involved found the concept of wait time strange, and they argued that, even if they knew about it, they could not practise it, because the syllabus for Social Studies was too extensive to spend time waiting for learners' responses and trying to scaffold these. Teachers also said they knew little about the strategies for reaching learners' ZPD.

5.2.2.4 Teachers' perception of the nature of pre-service training to use questioning in the teaching process

Alarming, teachers unanimously claimed that they had not learned or thought about the use of questions in any course. They agreed that they had been made aware of Bloom's Taxonomy of questions, but they did not actually understand what it was all about. They could recall the different kinds of questions, but did not really understand how to design these. Apart from Bloom's taxonomy, they did not have any opportunity to learn about techniques of questioning, or even the importance of questioning in teaching.

5.2.2.5 Teachers' suggestions for preparing teachers for the effective use of questioning

Teachers thought with the questions asked during the interviews and discussion of questioning strategies it was urgent that teacher education institutions for pre-service and in-service training be reformed. Teacher educators need to be educated on recent findings on the use of questions in teaching. Following that well designed further professional development courses should be run for teachers already in the service.

5.3 RESEARCH CONCLUSIONS

The results obtained embody answers to the key research question, namely, how effectively teachers used questioning as a teaching method to improve primary school teaching and learning in the Kingdom of Eswatini (see Section 1.5.2). In order to

address the key research query, this research sought to answer underpinning sub-questions as building blocks, as follows.

5.3.1 To what extent do teachers consciously use questions to direct learners' learning?

It was found that teachers rarely used questions to direct learners' understanding of Social Studies. They even averred that the whole process was new to them.

5.3.2 To what extent do teachers give sufficient wait time to learners to process information in response to questions?

Teachers confessed they had never heard of it, and so were interested in understanding the practice and concept. When they understood it, they found it exciting, but complained that it delayed completing teaching tasks.

5.3.3 To what extent does the teacher training process adequately prepare teachers to employ questioning in the classrooms to enhance their teaching?

The teachers who participated in this study clearly stated that they were not adequately prepared in this area.

5.3.4 Main research question: How effectively do teachers use questioning as a teaching strategy to enhance teaching and learning in primary schools in the Kingdom of Eswatini?

This study found that teachers rarely used questions to stimulate learner's knowledge during lessons.

5.4 RECOMMENDATIONS

This was a case study of one school, and only the four teachers who taught Social Studies participated. However, some of the recommendations need to be implemented at the national level, because the system of educational administration in Eswatini is centralised. The Teaching Service Commission appointed in accordance with the Teaching Service Act of 1982 and the Education Rules of 1983 manages the education system. Schools have very little power to make any changes. Therefore, for

any reform or school improvement process to occur, the process has to begin at the macro level.

5.4.1 Macro level Recommendation 1

At the macro level, that is the Ministry of Education, the teacher education system needs to be examined thoroughly in the use of questioning as a teaching strategy, so that evidence-based changes can be made. It is recommended that research is conducted on the current state of pre-service and in-service teacher education, so that reform is carried out on the basis of evidence. The statutes governing educational management and administration need to be seriously revised by the Ministry of Education and Training and the government of Eswatini to take better control of educational management. In this process the universities, colleges and government departments responsible for in-service education should be compelled to reform their teacher education programmes so as to incorporate the use of questioning as a teaching strategy on teaching and learning. There needs to be a devolution of authority to the heads of the primary schools so that they are able to organise tailor-made in-service training in their institutions by supervising teaching and learning and also ensuring that teachers use the strategy when preparing for their lessons.

5.4.2 District level Recommendation 2

The Examination Council of Eswatini needs to re-examine the nature of the Social Studies primary school syllabus with the aim of reducing content and making it manageable, so that teachers will have confidence that they can complete the syllabus with better and more inclusive teaching approaches, such as incorporating questioning strategies into their classroom practice.

5.4.3 School level Recommendation 3

With power and authority devolved to the school level, the teachers should be guided to ask lower-cognitive questions for the curriculum objectives at lower teaching and learning levels. Also, ask higher-cognitive questions if thinking skills are an objective of the curriculum. It is difficult to imagine how students will learn to think unless they have repeated opportunities to respond to higher-cognitive questions. Teachers

should keep in mind that lower-performing learners may have more challenge handling these questions than will high-performing learners.

5.4.4 Recommendation 4

However, before reforms are made at the national level to enable schools to have the authority to implement school improvement, the principal of the school should organise in-service training for teachers in Social Studies and, if funds are available, all teachers must be involved. The principal must constantly supervise lessons and also check how teachers prepare their lessons. Asking a good question especially a good higher-cognitive question does not guarantee a good student response. Therefore, use these strategies: provide controlled practice and help learners to recall that they have to listen in order to keep a high level of on-task behaviour; phrase questions vividly; pause at least 3 seconds after asking a question and after a student response; provide positive feedback; and ask probing questions.

5.4.5 Recommendation 5

Experts must be invited when workshops are conducted. The content of the workshop need to be carefully determined with specific referencing to questioning techniques as strategy to deliver content meaningfully in the different lesson phases.

5.5 AVENUES FOR FURTHER RESEARCH

This study has served as an eye-opener to the urgent need for capacitating classroom teachers in the primary school. It is important that a cutting-edge study, using state-of-the-art methods, be conducted around classroom practice at the national level, with a view to elucidating that which occurs inside primary school classrooms in Eswatini, so that appropriate intervention strategies are adopted to curb the wastage that occurs due less use of questioning as a teaching strategy. To accomplish SDG four, that is, the provision of quality education, the need for such research is urgent.

5.6 LIMITATIONS OF THE STUDY

This study has limitations. It was conducted in one government school and selection of participants was limited to only four teachers who taught Social Studies in the school. Only two instruments were used: high inference observation and individual

semi-structured interviews. Time constraints made it impossible to carry out an ethnographic study that would have captured nuances in teaching practice and the use of questioning in the classrooms. In such a case, more time would have been spent in the field.

5.7 CONCLUDING REMARKS

The experience offered to the researcher in this project has been profitable. As a teacher, the researcher had been carrying on teaching without reflecting on practice. The study offered the opportunity to understand a key aspect of teaching, namely questioning for effective teaching in the Social Studies classroom. It has improved the researcher's teaching by giving her a better understanding of the scientific inquiry process of research, and the importance of questioning in the classroom. The literature that was available and extant research on classroom questioning made the researcher realise that considerable improvement is needed in Social Studies within the classroom to attain the goals of sustainable development (SGD goal 4). The understanding and practice of classroom questioning was found, once more and unfortunately, to be poor, and is in need of immediate remediation, while the great suspicion is that it is a wider problem not restricted to the school and teachers studied, since the same institutions train all teachers and schools in the Kingdom of Eswatini, while these are centrally controlled.

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Appendix A

Proof of registration



0559

A I E M A I L
VILAKATI P P MISS
P O BOX 3580
MANZINI
M200
SWAZILAND

STUDENT NUMBER : 3005-470-2
ENQUIRIES TEL : 0851670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2019-09-11

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (SP IN CURR STUD) (98433)

CODE	PAPER	S NAME OF STUDY UNIT	WEIGHT	LANG.	EXAM.DATE	PROVISIONAL EXAMINATION CENTRE (PLACE)
-----	-----	-----	-----	-----	-----	-----
Study units registered without formal exams:						
DLCUR95		MED - Curriculum Studies (Dissertation of Limited Scope)	0.900	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

CREDIT BALANCE ON STUDY ACCOUNT: 13.00-

Yours faithfully,


Dr F Goolam
Registrar



0108 0 00 0



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B

Interview schedule

Researcher: **Phumzile Patience Vilakati**

TOPIC: THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN

Supervisor: Prof Elizabeth Du Plessis

1. To what extent do teachers in grade seven consciously use questions to direct learners' learning in Social Studies?
 - a. In your view, what is a good question?
 - b. Tell me how you use questions to teach.
 - c. What are the frustrations when you use questions during your teaching?
2. To what extent do teachers in grade seven give sufficient wait time to learners to process information in Social Studies when asked questions?
 - a) Kindly tell me what you understand by the concept of wait time.
 - b) When and how do you use wait time.
 - c) Please, outline the steps you take to make learners to answer questions.
3. To what extent does the teacher training process adequately prepare the grade seven Social Studies teachers in this primary school to employ questioning in the classrooms to enhance their teaching?
 - a) Please recall your days as a student-teacher. Can you tell me what you learnt about the use of questions?
 - b) What other ideas do you have about the use of questions?

Appendix C
Observation sheet

Researcher: Phumzile Patience Vilakati

TOPIC: THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN

Supervisor: Prof Elizabeth Du Plessis

Participant: _____

Date: _____

Time: _____

Classroom Observation Schedule

The researcher will look for the evidence of the following during the 30-minute observation of teaching and take field notes during the section making sure vivid and succinct descriptions are made of each relevant observed activity. Researcher takes notes of the evidence of the activities below by the teacher during teaching.

1. To what extent do teachers in grade seven consciously use questions to direct learners' learning in Social Studies?

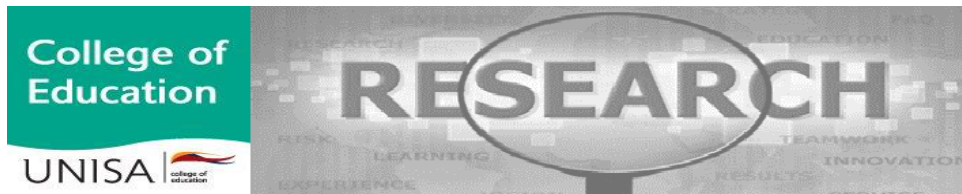
1. Does teacher use questions?
2. Types of questions teachers use
 - a. Lower order
 - b. Higher order
 - c. Recall, application, analysis, synthesis, creating
 - d. Factual, conceptual, procedural, metacognitive
3. Do the questions assist students to understand content?
4. How do the students demonstrate their understanding?

2 To what extent do teachers in grade seven give sufficient wait time to learners to process information in Social Studies when asked questions?

1. How long does teacher wait for student to answer questions?
2. Does the teacher demonstrate wait time 1 and wait time 2?
3. Is there any evidence of scaffolding in the teachers' behaviour in an attempt to encourage students?

Appendix D

Application to Teaching Service Commission of Swaziland



COLLEGE OF EDUCATION

REQUESTING PERMISSION TO CONDUCT RESEARCH

Request for permission to conduct research at schools

Title of the title of your research: THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN

Date: 20/03/2019 Mr Mlimi Mamba

Regional Department of Education P.O. Box 190

Manzini M200

Swaziland

Dear Mr Mamba

I, Phumzile P. Vilakati, am doing research under supervision of Prof E. Du Plessis, a professor in the Department of Curriculum Studies towards M Ed at the University of South Africa. I have no funding for conducting the research project. I am requesting permission to involve teachers working for the Teaching Service Commission to participate in a study entitled: The aim of the study is to examine THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN

The TSC has been selected because it is where teaching and learning takes place, and the researcher will be able to gather relevant information about the research study. The study will entail interviewing participants face-to-face and observing how they teach in the classroom situation and a focus group interview.

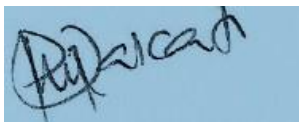
The benefits of this study are:

The findings of this study will benefit the schools in Swaziland by reconsidering the modes of teaching and learning. This study will recommend valuable guidelines classroom teaching and learning.

It is believed that the findings will contribute meaningfully to the schools in their quest to become inclusive by providing learners with appropriate support when needed and the recommendations will help improve the situation.

There are no potential risks for taking part in the research study. There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail writing of a detailed report or email the report to you when requested.

Yours sincerely

A blue rectangular box containing a handwritten signature in black ink. The signature appears to be 'P.P. Vilakati'.

P.P. Vilakati (Ms)

Student at University of South Africa

+268 7632 9524

Student Number: 30054702

Appendix E

Invitation to Participants

PARTICIPANT INFORMATION SHEET

Date: 23/03/2019

Title: THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN

DEAR PROSPECTIVE PARTICIPANT

My name is Phumzile P. Vilakati, I am doing research under the supervision of Prof E. Du Plessis, a professor in the Department of Curriculum Studies towards M Ed at the University of South Africa. I have no funding for conducting the research project. I am inviting you to participate in a study entitled: WHAT IS THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF SOCIAL STUDIES IN GRADE SEVEN THE PURPOSE OF THE STUDY?

The purpose of the study is to examine the use of questioning to assist students to learn.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are teaching in a primary school where inclusive education is practiced and relevant information about the study can be collected from your class. I obtained your contact details from names of the schools listed from the TSC.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves face-to-face semi-structured interview which will include audio taping with your consent. The interview, observation and focus group discussion will not take more than one hour.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You will be assured of complete

anonymity, privacy and confidentiality of the information that you are going to give towards the study. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no potential benefits for the participants, participants as a group, the scientific community and/or society for taking part in the study. The purpose of the study is to come up with guidelines to enhance learner support in primary schools in Manzini region of Swaziland.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no negative consequences for you if you take part in the research project. There are no potential levels of inconvenience and/or discomfort to the participant or foreseeable risks of harm or side-effects to the potential participants.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. The report of the study may be submitted for publication, but participants' names will not be identified from the report because the names used will be anonymous.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in the researcher's place for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no payment or reward offered, financial or otherwise for participating in the study. Participants will not incur any costs in the study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has applied for written approval from the Research Ethics Review Committee of the University of South Africa (Unisa). A copy of the written application letter can be obtained from the researcher if you so wish.

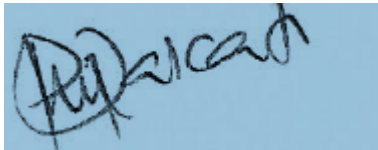
HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Phumzile Vilakati at +268 7632 9524 or email pumieeve@yahoo.com. The findings are accessible for a period of five years and thereafter it will be destroyed. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Phumzile Vilakati at +268 7632 9524 or email pumieeve@yahoo.com.

Should you have concerns about the way in which the research has been conducted, you may contact Prof Elizabeth Du Plessis on Tel: 012 429 4033 (Sec) Cell: 082 809 3903 or email dplesec@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

A blue rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to read 'Phumzile Vilakati'.

Phumzile P. Vilakati

Appendix F

Ethical clearance from Swaziland

MINISTRY OF EDUCATION



Kingdom of Swaziland

Telegrams: 048FUN210
Facsimile: (261) 581-6601
Telephone: (268) 30321459

P.O. Box 190
Manzini
Swaziland

REGIONAL EDUCATION OFFICE MANZINI

25th November 2014

The Headteacher
Kwaluseni Central Primary School
P. O. Box 35
KWALUSENI

Dear Sir

**RE: REQUEST TO CONDUCT A RESEARCH AT THE SCHOOL (KWALUSENI
CENTRAL PRIMARY SCHOOL) - (VILAKATI PHUMZILE P.TSC:19822)**

The above mentioned teacher would like to conduct a research on "the use of questions in Swaziland Primary School". Her request is delayed or held up at the Director's Office in Mbabane yet she is falling behind schedule.

May you please allow her to continue with her research investigations at the school. We hope this will not cause any inconvenience especially because she is a teacher at the very school.

Thank in advance for your cooperation.

Yours faithfully


M. W. Mariba 2014-11-25
Deputy REG



Appendix G

Consent form

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview/Classroom observation that will not take more than an hour to collect information.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname: **Phumzile P. Vilakati**

Researcher's Date

Date

Appendix H

Transcribed Observation / Interview Data

(i) Participant 1

The topic of the lesson: The political regions of Swaziland. Question: What are the four regions of Swaziland?

Question: How many regions there are?

Draw the map of Swaziland and appropriately label the regions

Participant 1 said ... do these our inspectors know what you are asking us now? We are given a text book and a teachers' guide and that is what we use. As for preparing questions and asking them to direct learning I did not imagine that until the beginning of this interview. You know, I ask questions to check for understanding sometimes and that is all I do. Even when I write questions for tests, in grade 6, I just get past papers and copy those questions. That has been my practice and no one has queried me.

(ii) Participant 2

Topic: Mineral Resources of Swaziland Question: Define the word 'resources.

Question: 'What do you understand by the word resource, what does it mean'?

The following dialogue ensued between participant 2 and the researcher:

Participant 2: This Russian guy is a constructivist; he says a learner has to be provided with things to make him/her learn. The teacher must tell the learners what is expected of them, Teacher has to encourage scaffolding that is learning form one another. As a teacher what do you do, you monitor as the pupils do a task, while the learners are doing the assigned work go around them (the teacher) checking if the learners are doing what you assigned to do. I tell learners that learning is continuous process.

Researcher: I understand that Lev Vygotsky states that a teacher must simplify things for the learner so that they understand.

Participant 2: Every learner is capable of recalling something, as a teacher when I come to class. I must have questions that will trigger thoughts in their minds.

Researcher: Do you think the colleges you went to, prepared you sufficiently to use questions as a tool? Give reasons for your response.

Participant 2: Yes, they did. Questioning is the only way one can find out how much the learners understand the content. Also one can find out whether the session was effective or not. The colleges were able to help though it was not sufficient as in our classes we have learners with different capabilities, some can understand questions but need the teacher to have strategies which she/he can use in getting the answers for the questions asked which they were not taught at college. Yes, because after teaching or during teaching they ask us questions to see if we understood. So it enables us to use it as a tool to our teaching.

Errr ... I think Scaffolding was not taught to us yet it is integral part of teaching and learning.

The colleges have done their part in equipping us with skills on how to ask questions. However, I believe somehow we are lacking an understanding that the learners in various schools have diverse learning needs which as a teacher you have a skill on how to handle them. There are those who experience some learning difficulties. Asking questions to a learner who is dyslexic could prove futile because you will not receive the desired response.

The skills that we receive in the colleges on the use of questions as a tool were not inclusive. This is because the way we used questions, the way we used questions the learners are lacking an understanding that there are learners who could have some learning difficulties. the way we asked questions was only suitable for the learners who would need a lot of time to first understand what they have to say in as far as responding to a question was concerned.

Researcher: In the colleges you went to during the course of your studies. Which were the things that would have been done which were not done?

Participant 2: My College never prepared me sufficiently to use questions. They just told me that question should be coherent to the objectives. The other importance of questioning is what I learnt through experience. I think they gave us the right information to help us during our teaching because we were taught handwriting, blackboard work teaching aids and many more things to equip us for the field.

I think it would be how to handle learners of different behaviours and capabilities. Also giving us the types of questions, children at lower phases can be asked questions which can help with the upper grades as well.

The colleges did not provide us with the skills to accommodate learners with the disabilities since their cognitive levels are different further they did not teach us about

positive discipline for example find out reasons why a learner did not do his/her homework before giving him/her a hiding. Also the college did not provide us with tools to deal with different behaviours.

It is significant to note that it was only during the interview session with participant 2 that there was some discussion on the various aspects of questioning. However, no deep understanding of questioning was demonstrated that could really assist the teacher in efficiently using questions.

Participant 2 indicated thus,

If we have to use questions to guide us in teaching, then we will not complete even a third of the syllabus. These people just list a host of things to be covered without considering the depth to which you will have to go, the nature of our classrooms, and the types of learners we have. A high percentage of our learners have special education needs because they just do not have the foundation for academic work. From grade one we have excluded these children from classroom teaching. You see your questions have got me emotional about many things because our bosses cannot help us to do our work. ... The colleges, the universities, the ministries, they are all failing us.

(iii) **Participant 3 Topic: Social Services**

- a) What are social services?
- b) What are the things that are included in social services?

Open page 81 of the Social Studies pupils' book and answer the questions in the books starting from question 1 – 4. The question reads: -

- 1) Why does the government of Swaziland provide so many social services?
- 2) Describe some social services done in your area.
- 3) Who benefits from social services provided by government? Explain your answer.
- 4) What would happen if social services by government would be stopped?

'We did Blooms Taxonomy but I must confess, I still do not fully understand what it means. All I know is recall and application questions'. Participant 3 said.

(iv) **Participant 4 Topic: Colonialism.**

- a) Name the European countries involved in the scramble for Africa.
- b) How did Africa look like after colonization in year 1900?

Other questions: -

- 1) Explain what a colony is, in their own words.

- 2) Give four reasons why European countries wanted colonies.
- 3) Choose one southern African country, use your Social Studies Atlas to find out what natural resources the country has that would have made it attractive to colonizers during the colonial period.
- 4) Do you think African leaders gave up some of their customs and took up European customs during the colonial period? Give reasons for your response.
- 5) List four (4) effects of colonialism on African Countries and people.

4.5.2 To find out if Social Studies teachers in grade seven in this primary school perceive that the teacher training process prepared them adequately to employ questions in the classroom to enhance teaching.

a. Please recall your days as a student-teacher. Can you tell me what you learnt about the use of questions?

Participant 1 could not tell or recall any occasion any lecturer spoke about questions and really did not have any idea about questions directing learning. Participant 2 no one consciously spoke about questions but could remember a hazy mentioning of Bloom's Taxonomy. Participant three also did not remember anything taught of questioning. Participant 4 only laughed and said she could not remember anything apart from the concept of leading questions.

b. What other ideas do you have about the use of questions?

Questions were for assessing learners was the main response from all participants. Participant 1 said she knew questions were for evaluating her lessons. Participant 2 said she understood that a teacher could use lessons during teaching but only had a faint idea about the role of questions in teaching. Participant 3 said she just had no idea and Participant 4 said time and ignorance of the role questions played in teaching were the factors that prevented him from using questions and would gratefully learn.

c. To make evidence-based recommendations to use questions effectively as teaching strategy in grade seven.

4.5.13 Workshops

All participant recommended intensive workshops, properly planned with good facilitators who understand their work and know the very principles of what they are doing.

We wish to have workshops. The people who facilitate the process of in-service education should be well versed in their knowledge. We do not want these people who

go and copy things from the Internet to come and read to us. We want people who understand what they say, believe in it and are aware it can be achieved. This should go along with realistic achievable syllabus. This is the only way we can be helped to assist the children we teach. We are tired of these wishy-washy workshops that are conducted for record purposes.

4.5.14 Curriculum change at pre-service level

All the four participants decried what the institutions of teacher training are doing. They do not think majority of the lectures are competent and enthusiastic enough for the tasks they have to accomplish. They suggested a huge overhaul for the training colleges, particularly, the colleges responsible for the pre-service preparation of primary school teachers. In the thinking of most participants the teacher training colleges are the bane of the failure in the educational system and need complete change.

Participant 4 said,

When I recall some of what some of the lecturers said and taught us I get amused at how they were recruited to teach us. Some were completely lost. Did not tolerate questions, were unable to explain concepts and just failed us completely. You wonder how they got to be lecturers. Once their eyes were off their notes they were completely lost and any attempt to get them explain what they were saying better led to confrontation and accusation of disrespect. They used fear to protect their weaknesses and we are their products and we are failing the children.

Participant 1 lamented,

Hmm, how many useless workshops have I attended since I started teaching? I can't count them. But what have I benefited, nothing. You get to the workshop, it starts late, things are done in a hurry, you are promised hand outs and they never come! Even you return home asking why you went to attend. Things need to be better organised. Just calling us with two days' notice and discussing very little with us is a complete waste of time and resources! And the people who facilitate must be knowledgeable people not people I know better than or those who repeat what we know every day. You see the questions you asked me today make me feel like I never attended a teachers' college, what a pity. ... I see we are failing our children!

Training specialists in specific classroom strategies like questioning, formative assessment, differentiation and other relevant strategies

There were many suggestions as regards the need for the education authorities to have people who are properly trained in classroom practice. Have experienced people who understand what happens inside the classroom. They also complained about the fact that the colleges appear to lack people who really are current in their knowledge about classroom practice. They also did not understand why the universities were scarcely involved in the activities of the Ministry of Education and Training. The participants complained about course outlines that were very old and did not have much relevance for modern teaching.

Participant 2 complained

Why is it that some of the visiting professors are not encouraged to take part in the activities of the Teaching Service Commission? There is something I don't even understand about the whole system. Inspectors are employed by the Ministry of Education, and Teachers by the TSC. How do these two groups align? Something drastic has to be done! We must start thinking outside the box and change. In this world of technology where knowledge is shared all along why do we teachers in Eswatini still lag behind? Is it because we do not want to change or we just have leaders and bureaucrats who are not efficient? The workshops I imagine are to be properly planned workshops that will bring in change.

Appendix I

Ethical clearance from Unisa



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/05/15

Ref: 2019/05/15/30054702/08/MC

Name: Ms PP Vilakati

Student: 30054702

Dear Ms Vilakati

Decision: Ethics Approval from
2019/05/15 to 2022/05/15

Researcher(s): Name: Ms PP Vilakati
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Supervisor(s): Name: Prof EC Du Plessis
E-mail address: dplesec@unisa.ac.za
Telephone: +27 12 429 4033

Title of research:

**The use of questioning as a teaching strategy: A case study of social studies in
Grade Seven**

Qualification: M. Ed in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/05/15 to 2022/05/15.


*The **low risk** application was reviewed by the Ethics Review Committee on 2019/05/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

Appendix J

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by

Pp Viakati

Submitted in partial fulfillment of the requirements for the degree of BACHELOR OF SCIENCE

in

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at the

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SCHOOL OF COMMUNICATION

DURBAN, SOUTH AFRICA

SUPERVISOR: PULELI G. PHELI

JANUARY 2021

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Appendix K

Proof on language editing



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DECLARATION OF LANGUAGE EDITING

I, Juan Etienne Terblanche, hereby declare that I edited the dissertation
entitled

**THE USE OF QUESTIONING AS A TEACHING STRATEGY: A CASE STUDY OF
SOCIAL STUDIES IN GRADE SEVEN**

for P. Vilakati for the purpose of submission as a postgraduate research
degree. Changes were indicated in track changes and implementation was
left to the author.

Regards,

A handwritten signature in black ink, appearing to read "Etienne Terblanche", is shown on a light blue background.

Etienne Terblanche

Cum Laude Language Practitioners (CC)