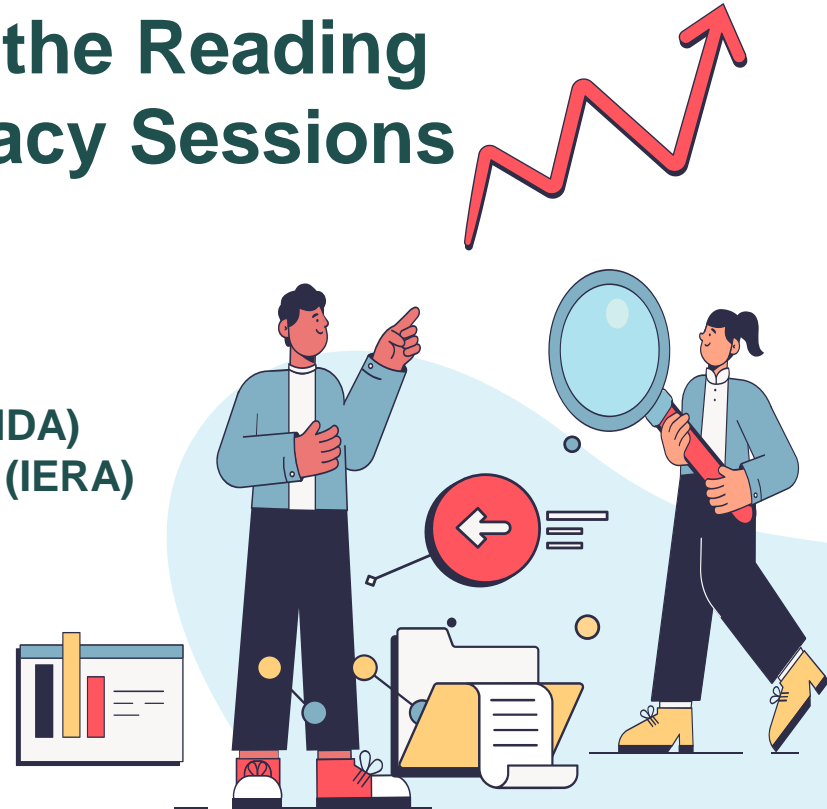# Questionning Practice of the Reading Facilitators in Group Literacy Sessions

Athriyana S. Pattiwael
Safira Nadia
Krida Wacana Christian University (UKRIDA)
Indonesian Extensive Reading Association (IERA)

What to share today?

01 BACKGROUND

02 CONTEXT AND FOCUS OF THE STUDY

03 RQ, THEORETICAL FRAMEWORK, METHODOLOGY

04 RESULT, DISCUSSION, CONCLUSION

BACKGROUND

MAIN FACTORS TO SUCCESS
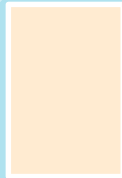# OF A GROUP LITERACY PROGRAM

DESIGN OF THE PROGRAM

METHOD OF IMPLEMENTATION

READING FACILITATOR

- Interconnected and complementary
- READING FACILITATORS play an elemental role

MAIN FACTORS TO SUCCESS
OF A GROUP LITERACY PROGRAM

- Interconnected and complementary
- READING FACILITATORS play an elemental role in facilitating the interactions.

Supporting the participants moving between stages

Providing linguistic support

Assisting the participants to grasp the meaning of the text

Assisting the participants to relate the text to the context

CONTEXT OF THE STUDY

- The practice of a group of Reading Facilitators – Reading Buddies

| Program of Read to LEAD | Part of the initiative called *Baca Cerita Asyik di Rumah Aja* | During 2019 to 2021 |
| Virtual-based literacy sessions | Around 128 children aged 7 to 12 yo from 6 cities in Indonesia | ER – Reading collections on Let's Read |

FOCUS OF THE STUDY

- The practice of a group of Reading Facilitators – Reading Buddies

Interaction Pattern

QUESTION USING

WHY QUESTIONING AS THE FOCUS?

The design of the activity → interactive, two ways interactions → conversation, dialogue

Question directs conversation by encouraging others to actively share information (Dillon, 1982, 1988, as cited in Huang, Yeomans, Brooks, Minson, and Gino, 2017).

Questions are used by adults as pedagogical tools for the purpose of modelling children about specific language skills (Keenan et. al., 1978; Dore and Mcdermott, 1982, as cited in Freed, 1994)

Questioning functions to understand each other's feelings, opinions, and ideas in interaction settings

Questioning is considered the key strategy to promote critical thinking (Etemadzadeh, A., Seifi, S., Far, H. R., 2012).

PROBLEM

- What patterns of interaction between the Reading Facilitators (RFs) and the Program Participants (PPs) appear in the selected sessions?

- What types of questions did the Reading Facilitators (RFs) use to facilitate the interactions in the selected sessions?

THEORITICAL FRAMEWORK

- Wajnryb (1992)

Yes/No, short answer, open-ended, referential, display, and non-retrieval questions.

- Long and Sato (1983)

Comprehension check, clarification request, confirmation check, rhetorical, and expressive questions.

METHODOLOGY

QUALITATIVE METHOD

Transcription, coding, and indirect observation.

OBJECT OF STUDY

10 selected reading sessions

Considering:

-The completeness of the B-D-A framework,

-The presence of plenty questions,

-The absence of internet connection issue, and

-The presence of different RFs.

RESULT

- **Accumulation from S1 to S10**
- **Analyzed by using the theoretical framework of Wajnryb (1992) and Long and Sato (1983)**

Types of Questions	The Frequency of Occurrence by the Stages of Reading				Total of Occurrence
	Before Reading	During Reading – Main Session	During Reading – Follow-up Practice Together	After Reading	
Yes/No Questions	40	231	81	29	381
Referential Questions	12	163	50	19	244
Display Questions	10	213	11	0	234
Short Answer Questions	15	43	83	10	151
Confirmation Check Questions	7	81	31	3	122
Open-ended Questions	8	66	18	8	100
Clarification	1	22	19	3	45
Requests Questions					
Non-retrieval Questions	0	5	9	6	20
Rhetorical Questions	0	7	0	0	7
Expressive Questions	0	2	0	0	2
Comprehension Checks Questions	0	0	0	0	0

RESULT

BEFORE READING

- Yes/No
- Short answer
- Referential
- Display
- Open ended
- Confirmation check
- Clarification request

DURING READING

- Yes/No
- Short answer
- Referential
- Open ended
- Clarification request
- Non-retrieval
- Rhetorical
- Expressive question
- Display

AFTER READING

- Yes/No
- Referential
- Short Answer
- Open ended
- Non retrieval
- Confirmation check
- Clarification request

In relation to using questions, what do these results tell us?
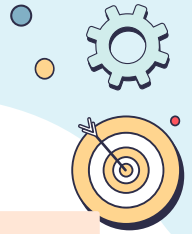
USING QUESTIONS
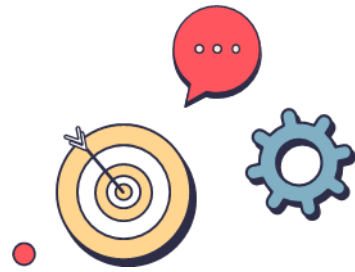
1.) Promoting and tracking the reading
YES/NO QUESTIONS
- Check how much the PPs understand about the story
- Confirming PPs responses/answers

DISPLAY QUESTIONS
- To check how much and how far the PPs stay on the track along the reading session
- To analyze the accompanying images to find answers to the questions
- The more frequently this types of questions be asked, the more motivated the PPs will be

USING QUESTIONS

2.) Facilitating the interaction in the selected reading sessions

REFERENTIAL QUESTIONS
- To provide opportunities for the PPs to express their opinions personally
- The interaction between the RFs and the PPs might result in a richer and deeper discussion

USING QUESTIONS

3.) Fostering interaction with different purposes of question types in each reading stage
YES/NO QUESTIONS
- Check the prior knowledge, check the readiness to read, simplify previous questions, provide invitation, increase enthusiasm, and ask for opinion

DISPLAY QUESTIONS
- Introduce the story, point out important parts, and check understanding

REFERENTIAL QUESTIONS
- Discover the topic of interest of the PPs, assist the PPs to relate themselves to the story (process text better), determine the turn to play, and get clearer information

USING QUESTIONS

4.) Cultivating critical thinking

COMBINATION OF YES/NO QUESTIONS WITH OTHER TYPES OF QUESTION
- Referential questions and yes/no questions
- Display questions and yes/no questions
- The combination promotes critical thinking skills for young participants
- Most possibly diverted to practice new and different ways of thinking
- Develop mental fixedness

CONCLUSION

The types of questions used by the RFs in this study

Yes/No question type still dominates the practice of using questions

Combined with other types of question facilitate the practice of higher order thinking skills

The questions are used for various purposes other than simply for comprehension checking

Activating background knowledge, relating to the context, building rapport

referential questions are able to facilitate the interaction the most

Combined with yes/no questions, Referential questions facilitates critical thinking

REFERENCES

Brennan, Susan E. (2010, October 14). Conversation and Dialogue. Encyclopaedia of the Mind. http://www.psychology.sunysb.edu/sbrennan-/papers/ency_2010.pdf

Browne, M. Neil, and Stuart M. Keeley. (2007). Eighth Edition Asking the Right Questions: A Guide to Critical Thinking. New Jersey: Pearson/Prentice Hall. https://e-learning.in.ua/storage/180/Brownr-and-Keeley----Asking--the-Right-Questions---A-Guide-to-Critical-Thinking.pdf

Campuzano, José Miguel. (2018). Initiation-Response-Feedback in Content Language Integrated Learning. Universidad Y Sociedad 10(4), 149-53. https://www.researchgate.net/publication/330672842_Initiation-Response-Feedback_in_Content_Language_Integrated_Learning

Casillas, Marisa, Susan C. Bobb, and Eve V. Clark. (2016). Turn-taking, Timing,and Planning in Early Language Acquisition. Child Language 43, 1310-337. https://www.researchgate.net/publication/284719130_Turn-Taking_timing_and_planning_in_early_language_acquisition

REFERENCES

Cornish, Francis. (2006). Understanding Spoken Discourse. Encyclopedia of Language & Linguistics 2, 227-30.
https://www.researchgate.net/publication/304041353_Understanding_Spoken_Discourse

Etemadzadeh, Atika, Samira Seifi, and Hamid Roohbakhsh Far. (2013). The Role of Questioning Technique in Developing Thinking Skills: The Ongoing Effect on Writing Skill. Procedia - Social and Behavioral Sciences 70, 1024-031. https://www.researchgate.net/publication/271862666_The_Role_of_Questioning_Technique_in_developing_thinking_Skills_The_Ongoing_Effect_on_Writing_Skill

Freed, Alice F. (1994). The Form and Function of Questions in Informal Dyadic Conversation. Journal of Pragmatics 21(6), 621-44.
https://www.researchgate.net/publication/222944000_The_form_and_function_of_questions_in_informal_dyadic_conversation

Horton, William S. (2017). Theories and Approaches to the Study of Conversation and Interactive Discourse. Handbook of Discourse Processes 1-82. 2nd ed. England: Routledge.
https://www.researchgate.net/publication/316147813_Theories_and_Approaches_to_the_Study_of_Conversation_and_Interactive_Discourse

REFERENCES

Huang, Karen, Michael Yeomans, Alison Wood Brooks, Julia Minson, and
Francesca Gino. (2017). It Doesn't Hurt to Ask: Question-Asking Increases Liking. Journal of Personality and Social
Psychology 113(3), 430-52. American Psychological Association.
https://www.researchgate.net/publication/316531407_It_Doesn't_Hurt_to_Ask_Question-Asking_Increases_Liking

Jones, Rodney H. (2012). Discourse Analysis: A Resource Book for Students. 2nd ed. London: Routledge.
https://www.researchgate.net/publication/338011281_Discourse_Analysis
_A_Resource_Book_for_Students_written_by_Jones_Rodney_H_2012

Karakus, Esra. (2018). Types of Questions Posed by EFL Teacher Candidates and Their Potential Role in Fostering
Communication in Language Classrooms. Diss. Middle East Technical University.
https://etd.lib.metu.edu.tr/upload/12621844/index.pdf

LI, Feng, and Jing ZHAO. (2019). A Conversation Analytic Study of Question Design in Mandarin Chinese. Journal
of Literature and Art Studies 9(8),
866-73. https://pdfs.semanticscholar.org/f214/6e588067f31a2079b32627861144440a6f29.pdf

REFERENCES

Vivekmetakorn, C. K. (2015). Teacher Questioning from a Discourse Perspective. Language Education and Acquisition Research Network (LEARN) Journal 8(1), 63-87.
https://www.researchgate.net/publication/324173062_Teacher_Questioning_from_a_Discourse_Perspective

Walsh, Steve. (2011). Exploring Classroom Discourse: Language in Action. New York: Routledge.
https://www.taylorfrancis.com/books/mono/10.4324/9780203827826/exploring-classroom-discourse-steve-walsh

Williams, Carrie. (2007). Research Methods. Journal of Business & Economic Research 5(3), 65-72.
https://clutejournals.com/index.php/JBER/article/view/2532

THANK YOU

Alternative resources

Here's an assortment of alternative resources whose style fits the one of this template:

- Hand drawn business coffee illustration
- Hand drawn business planning