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**Research Paper**

**Towards the Implementation of the Concept  
Checking Questions (CCQs) in EFL Classes at  
Qassim University, KSA**

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**Abstract**

This study examines the effectiveness of concept-checking questions (CCQs) in measuring students' understanding of concepts covered in EFL lessons in comparison to more conventional inquiries like "Do you understand?". In other words, the study investigates how EFL students confirm their understanding of any given topic and explicitly declare that when asked throughout the lecture or feedback stages. Besides, it endeavors to examine the effectiveness of such questions in EFL classes. The necessary data collection was conducted via the qualitative method to display the subjects' attitudes towards the questionnaire items. Eventually, the researcher distributed a questionnaire of (15) items to a study sample of (38) participants to determine their viewpoints on the effectiveness of the two questions mentioned. The data analyzed showed that among the most effective views on the effectiveness of the questions in EFL classes, (CCQs) are preferred compared to "Do you understand? The findings also affirm that some students may feel shy to explicitly declare that they do not understand a certain point when asked, "Do you know? Finally, such questions lack

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meaningful communication compared to (CCQs), which are more productive and can effectively foster communication in EFL classes.

**Keywords:** Concept Checking Questions (CCQS), “Do you understand?”, Effectiveness, EFL, Unproductive

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## 1. Introduction

The vast literature shows that although the ability to create questions for educational objectives is obvious, teachers need much practice in this area. Teachers would especially benefit from mastering question tactics Brown, (2007). According to Ur, (2012), it is also obvious that questioning and the elements that increase or decrease its efficacy are critical. Ur, (2012) refers to the renowned EFL teacher-trainer to highlight this effective role to observe that students ask a lot. Furthermore, Hayano, (2013) found that questions are a typical and essential tool for good communication Hayano, (2013). Learners feel compelled to respond "yes" when asked such non-negotiable questions, but how can we ensure they comprehend the material? Just answering "yes" will allow anyone to sidestep this requirement. It is more typical for adult learners, who fear being wrong to respond positively. Thus, extensive research has been done on the questions' purpose and language structure e.g., Dayal, (2016); Hayano, (2013); Lee, (2008); Ruiters, (2012). According to White & Lightbown, (1984), most of the questions that EFL teachers ask are display questions. These inquiries require short and mechanical responses, need more meaningful communication, and restrict turn-taking, making it more difficult to negotiate meaning Wright, (2016). These questions could be more productive and foster communication (Thornbury, 2000). Among the advantages of (CCQs) in EFL classes is creating a strong rapport between the instructor and the students and between the students themselves. In other words, there is an increase in the number of people who get a chance to speak, ultimately resulting in interactional restructuring (Brock, 1986). Additionally, language teachers have used Concept Checking Questions to boost student performance. Teachers use

CCQs to test students' comprehension and determine if they need further practice (Workman, 2005).

### **1.1 Statement of the study problem**

The vital aim concerning questions in the EFL context is to create strong rapport and enhance effective communication between students and teachers as well as between the students themselves. Such an objective is achievable when teachers ask authentic, thought-provoking, open-ended questions relevant to the topics under instruction and like the questions posed in real-life scenarios. Thus, it seems less meaningful to say Do you understand? in attempting to determine whether EFL students grasp the concepts under instruction; however, (CCQs), are certainly productive and more meaningful communication tools compared to some traditional questions such as Do you understand and thus, concept checking questions can effectively foster communication in EFL classes. Furthermore, (CCQs) are proven to create lengthier and more syntactically complex responses that are significant to the learners. Such debatable issues make question-asking extremely important, and thus, teachers should learn how to state them in EFL classes clearly. The extensive literature review shows that (CCQs) enhances the student's overall understanding and increase the level of interaction and rapport between the instructor and students, which is vital in effective learning processes. On the contrary, questions such as "Do you understand? may not precisely determine to what extent students grasp the concepts that are being taught, as some students may simply affirm their understanding, particularly the shy ones who find it difficult to state their ideas clearly in English in front of their peers.

### **1.2 The study questions**

This study tries to look at the effectiveness of using (CCQs) versus do you understand questions in EFL classes. In other words, the study intends to seek answers to the following questions to rationalize the goals mentioned above:

1. To what extent (CCQs) are productive and can easily foster communication in EFL classes?
2. To what extent do teachers need a lot of practice in using appropriate negotiable questions rather than non-negotiable ones?

### **2. Literature Review**

The literature review shows various techniques regarding question taking and how it is widely used within the EFL classroom settings, even though some researchers have also reflected on some bad questions, particularly when they are poorly phrased or have little value. However, studies show there can always be a right answer because they are all a product of the learning process. Brualdi Timmins, (1998) pointed out that this phenomenon is not controversial when commenting on the vital role of question-asking. It is also found that the hunt for universals across the EFL spectrum can be difficult, given the current state of chaos. What do all educators do? The question itself is one response to the query. Instructors frequently ask questions because it is the most popular and widely used activation strategy in the classroom. Although this is not controversial, there is a risk in taking questioning for granted and believing that just because something is widespread, it must be beneficial for students and simple for teachers to implement. Hence, there can never be a bad answer because they are all a product of the learning process, but there might be a bad question because it is poorly phrased or has little value, according to Brualdi Timmins, (1998). The role of questioning and the elements that increase or decrease its efficacy are significant. Ur, (2012) refers to the renowned EFL teacher-trainer to highlight this effective role to observe that students ask a lot. The following three objectives are set forth:

1. To quantify and validate the use of questions as a fundamental teaching tool.
2. To elicit from teachers a classification of their questions by perceived pedagogical function.
3. To compare and analyze teachers' varieties.

The first goal is the most evident because it is a legitimate research topic to count the number of times a mass phenomenon is documented. The second and third goals address the trickier subject of why inquiry is so prevalent and how various patterns and motivations might be explained. It is also found that no studies contest the importance of questioning as a teaching strategy. In an inquiry into whether instructors make a difference, Hattie, (2003) provides a great volume of evidence by synthesizing around 500,000 pieces of research. The study reveals that the questioning rates are highly shown among the many variables that affect learning, with an effect size of 0.41 (feedback tops the list). This extensive data collection effort would seem to include questioning as a tool in the toolbox of expert teachers skilled in establishing

the best learning environments in the classrooms", Hattie, (2003) even though there are problems with synthetics.

Studies also show that questions are one of the main areas of semantics research (Dayal, 2016). Furthermore, questions are a typical and essential tool for good communication (Hayano, 2013). Thus, extensive research has been done on the questions' purpose and language structure (e.g., Dayal, (2016); Hayano, (2013); Lee, (2008); Ruiter, (2012). Besides, the definition of an inquiry is additionally stated as an utterance that seeks a verbal or bodily response, as stated by Hayano (2013); however, due to the difficulty of defining questions and the potential for context-based identification, this definition does not cover all questions that could be asked. Moreover, Dayal (2016) asserts that queries' pragmatic, syntactic, semantic, and prosodic characteristics can be examined. Therefore, indicating which qualities are considered when recognizing a question is crucial.

Similarly, Hayano (2013) contends that inquiries have distinctive grammatical and prosodic characteristics. These formal characteristics, however, need to be revised to identify queries accurately. On the other hand, if questions are only categorized according to traditional linguistic elements, numerous utterances that serve the same purpose as questions may be included. Likewise, determining whether a word is a question depends heavily on context. At the same time, epistemics also has an impact, as stated by (Hayano, 2013). Questions blatantly imply that the target is knowledgeable; in particular, referential inquiries show that the questioner is focused on the epistemic inequity between himself or herself and the target is more familiar. Based on the participants' differing levels of epistemic acuity (the speaker/questioner and the recipient), it is sometimes possible to recognize a speech as a question without certain formal characteristics. Likewise, questions can be categorized according to the purpose they serve. Although requesting information might be viewed as the question's prototype, it also serves other purposes. Questions have multiple functions and serve various positions, including providing presuppositions and initiating subjects in monologues (Ruiter, 2012). As a result, concentrating on a question's role is the best method to avoid tightly defining it, as Ruiter (2012) suggested. Although the concept of a question is more complex than it may seem, several question types are obvious. For instance, (WH) questions and yes/no questions (Y/N) or questions that require a yes or no response, display and

referential questions, as well as open and closed questions, are some of the most popular categories (Ruiter, 2012). The other question categories are distinguished in terms of the anticipated response, except for *wh*- questions or questions starting with *wh*-words such as (why, what, who, etc.), which are defined based on their linguistic structure. Among the question categories are display questions, defined as the ones when the questioner already knows the solution. As a result, the relationship between question and answer is highlighted because the answer completes the question-act (Dayal, 2016).

In attempting to highlight the role of questions in classroom interaction, the researcher conducted an extensive literature review to conclude that Nunan (1987a) suggested that the typical pattern of interaction that takes place in a classroom serves no communication purpose. This paradigm was developed by Sinclair and Coulthard (1975, 1992), and it examines the spoken discourse that occurs in the classroom, which is distinct from other forms of spoken discourse in the sense that it is quite heavily and formally structured, and that it is led by one dominant individual: the instructor. This model places primary emphasis on the conversations that take place between the individual pupils and the instructor. Additionally, the discovered speech acts in the classroom were defined in terms of their roles, which led to categorizing the speech acts. On the other hand, the Transaction Model, the Exchange Model, the Move Model, and the Act Model are the four components of the Discourse Model. The lesson component, present in the original model but has since been removed, was also one of the five components.

The literature review also shows that the classroom discourse is impacted by the instructor asking many display questions Long & Sato, (1983), which request is already known information. This fundamental exchange structure is believed to be non-communicative and has received widespread criticism, as stated by Wells (1999) and Ohta (2001). According to Lightbown and White (1984), most of the questions EFL teachers ask are display questions. These inquiries require short and mechanical responses, need more meaningful communication, and restrict turn-taking, making it more difficult to negotiate meaning (Wright, 2016). These questions could be more productive and foster communication (Thornbury, 2000). The following section examines a contrasting form of interaction and various (CCQs) frequently occurring in tandem. In TESOL or CELTA training, one of the first skills aspiring English as a second language teachers pick up is offering questions that test students'

comprehension of a topic. These questions are known as concept checking questions, or (CCQs). Although countless teachers are well-prepared and knowledgeable enough with various question asking techniques, it seems logical to say that some find it difficult to administer (CCQs) in EFL classroom context, and instead revert to old practices and unclean habits, such as asking students, "Do you understand?" This question may not affirm students' understanding even when they say yes simply because some shy ones may confirm their knowledge to avoid putting themselves in critical situations when declaring that they do not understand the point raised in the classroom. With such inviolable questions, learners feel obliged to answer "yes," but how do we know they understand? Anyone can get around this by just answering "yes." Just answering questions affirmatively is more common with adult learners who fear being wrong. However, it is not uncommon for younger learners, too, who could be tired, unwilling to answer the question or the fear of being teased by their peers for giving the wrong answer.

Descending from the research's experience as CELTA- certified teachers, teachers who are more effective in their lessons and who, as a result, produce better outcomes for their students are the ones who make consistent use of concept check questions in EFL classrooms. Among the advantages of CCQs in EFL classes is creating a strong rapport between the instructor and the students and between the students. In other words, there is an increase in the number of people who get a chance to speak, ultimately resulting in interactional restructuring (Brock, 1986, Thornbury and Slade, 2006; 15 Lei, 2009)

What exactly does the term "concept check question" mean, however? ESL instructors use a strategy known as concept checking to determine whether their pupils have grasped what has been presented in a manner that is reasonable and brief and does not involve the query "Do you understand?"

Mercer and Dawes (2008) state that teachers should strive to ask authentic, thought-provoking, open-ended questions relevant to the students being taught and like the kinds of questions posed in real-life scenarios. These kinds of (CCQs) are proven to create lengthier and more syntactically complex responses that are significant to the learners, asking more referential inquiries Long & Sato, (1983) to which the questioner does not know the answer — could boost stimulation.

This method of checking understanding enables educators to determine whether students have fully comprehended the material, whether the teachers' instructions have been communicated clearly, and whether any aspects of the material still need to be clarified. Even while the idea behind concept questions is simple, it takes some time to answer them. Nonetheless, just like anything else, it will become simpler the more effort you put into it. Research suggests that referential questions have some of the same characteristics of authenticity as other types of queries since they result in longer dialogues and serve communication functions. However, the authenticity of their interactions inside the classroom, as opposed to those outside the school, should be evaluated (Cullen, 1998).

Additionally, several researchers Wu, (1993); Shomoossi, (2004); David, (2007) display those questions, as opposed to referential questions, were more effective in getting students involved in meaningful conversation than referential questions that facilitate students' production. It is also found that "interaction" is an important word about (CCQs), the interaction Hypothesis, and related ideas, such as Comprehensible Input, Comprehensible Output, and Negotiation for Meaning. The interactions between instructors and pupils significantly impact the process of teaching and learning in a classroom context. Hence, many other kinds of classroom interaction were encountered throughout (CELTA).

Nevertheless, the current study was particularly interested in determining the impact of the question-asking between teachers because it is an essential component of every language course. The use of concept-checking questions, which are also referred to as (CCQs), has become an integral component of the (CELTA) training that is provided all over the world. They are utilized to emphasize the core of the meaning of the target language taught throughout a session and to audibly test the student's comprehension of newly introduced vocabulary, grammatical points, communicative functions, or even instructions presented in class.

The reviewed literature also shows the overall effect of concept-checking questions on language skills. For instance, in 2020, Hadi et al. examined how CCQs affect Iraqi pupils' reading. The study revealed that CCQs significantly increased students' reading comprehension. Kargar and Divsar (2019) tested how CCQs affect EFL learners' grammar. A study indicated that CCQs enhanced EFL learners' grammar. Florkowska (2018) examined how CELTA

trainers and trainees improved pre-intermediate and advanced learning with CCQs. The study found that most disagreed on whether CCQs were acceptable for different competency levels. Teachers' academic backgrounds, training, experience, and attitudes may cause inconsistency. The study also indicated that referential inquiries, which increase language learning, could mitigate this strategy's detrimental effects. Nugraha (2017) observed that CCQs increase cadet vocabulary, grammar, and reading comprehension. CCQs and UQs affect vocabulary memory and language learners' accuracy, according to Barghi (2014). CCQ intervention enhanced accuracy and lexical acquisition more than non-intervention. The study indicated that CCQs and UQs considerably improved learners' lexicons. A complete CCQ, language skills, and systems literature review demonstrate a research gap. This gap may be attributable to language teachers' recent usage of this technique. Hadi, Al-Khateeb, & Akbar (2020) investigated reading comprehension; Barghi (2014) lexis; Demetgül (2019) language skills and systems; Kargar and Divsar (2019) grammar; Ivanovna (2020) vocabulary and grammar, and Nugraha (2017) reading, vocabulary, CCQs rarely affect linguistic skills and systems. These studies agree on CCQs' value. No study has examined CCQs' motivational impact on EFL learners.

The reviewed literature similarly displays that, conceptually, CCQs promote language learning and motivation. Language acquisition also benefits from motivation. Motivation drives academic success, which can motivate others, according to Dörnyei (2018). Many scholars, including Vu et al. (2022), Dwinalida & Setiaji (2022), and Alamer & Alrabai (2023), have related learning accomplishment to motivation. Inspiration enhances determination, resulting in success and fulfillment.

**Table 1.**

*The questionnaire items from (1-15)*

| Item no. | The questionnaire items   |
|----------|---|
| Q1       | I prefer questions such as do you understand?, compared to (CCQS) in EFL classes. |
| Q2       | I sometimes feel shy to confirm that I did not understand a certain               |

|            |   |
|------------|---|
|            | point when the teacher asks, "Do you understand?"   |
| <b>Q3</b>  | A question such as "Do you understand?" is monotonous and boring in EFL classes.  |
| <b>Q4</b>  | I intentionally say yes to the "Do you understand?" questions even when I don't understand the pointed topic to avoid putting myself in a critical situation. |
| <b>Q5</b>  | When learning linguistic courses, I prefer yes, or no questions rather than do you understand ones.   |
| <b>Q6</b>  | Teachers regularly ask me, "Do you understand?" when pointing at different stages in EFL classes.   |
| <b>Q7</b>  | I find it difficult to say I did not understand some points before my peers during EFL classes when asked, "Do you understand?"                               |
| <b>Q8</b>  | I prefer simple questions to affirm my overall understanding of the lecture when asked in public.   |
| <b>Q9</b>  | I sometimes find myself unaware of a particular point though I confirm my awareness when asked, "Do you understand?"  |
| <b>Q10</b> | (CCQs) motivate reserved pupils to participate in class discussions actively.   |
| <b>Q11</b> | (CCQs) encourage interlanguage communication between EFL instructors and students.  |
| <b>Q12</b> | When highlighting one specific issue in EFL sessions, (CCQs) are effective.   |
| <b>Q13</b> | Simple (CCQs) are used to assess pupils' comprehension of the lessons they have learned.  |
| <b>Q14</b> | (CCQs) help EFL students improve communication skills in online sessions.   |
| <b>Q15</b> | (CCQs) build a solid interaction between instructors and EFL students.  |

**Table 2.**

*The percentages of the study subjects*

| Item no.   | Percentage     |       |           |          |                   |                    |
|------------|----------------|-------|-----------|----------|-------------------|--------------------|
|            | Strongly agree | Agree | Undecided | Disagree | Strongly disagree | Standard Deviation |
| <b>Q1</b>  | 39.5           | 52.6  | 7.9       | 0.0      | 0.0               | <b>6.107</b>       |
| <b>Q2</b>  | 31.6           | 60.5  | 5.3       | 2.6      | 0.0               | <b>5.070</b>       |
| <b>Q3</b>  | 26.3           | 28.9  | 13.2      | 15.8     | 0.0               | <b>1.924</b>       |
| <b>Q4</b>  | 60.5           | 36.8  | 0.0       | 2.6      | 0.0               | <b>2.510</b>       |
| <b>Q5</b>  | 60.5           | 34.2  | 2.6       | 0.0      | 2.6               | <b>2.608</b>       |
| <b>Q6</b>  | 0.0            | 63.2  | 36.8      | 0.0      | 0.0               | <b>10.574</b>      |
| <b>Q7</b>  | 52.6           | 47.4  | 0.0       | 0.0      | 0.0               | <b>15.994</b>      |
| <b>Q8</b>  | 52.6           | 47.4  | 0.0       | 0.0      | 0.0               | <b>9.788</b>       |
| <b>Q9</b>  | 65.8           | 23.7  | 7.9       | 2.6      | 0.0               | <b>10.877</b>      |
| <b>Q10</b> | 52.6           | 47.4  | 0.0       | 0.0      | 0.0               | <b>7.436</b>       |
| <b>Q11</b> | 63.2           | 31.6  | 5.3       | 0.0      | 0.0               | <b>10.854</b>      |
| <b>Q12</b> | 44.7           | 50.0  | 0.0       | 0.0      | 0.0               | <b>10.090</b>      |
| <b>Q13</b> | 47.4           | 52.6  | 0.0       | 0.0      | 0.0               | <b>8.877</b>       |
| <b>Q14</b> | 50.0           | 47.4  | 0.0       | 0.0      | 0.0               | <b>9.317</b>       |
| <b>Q15</b> | 57.9           | 39.5  | 2.6       | 0.0      | 0.0               | <b>10.431</b>      |

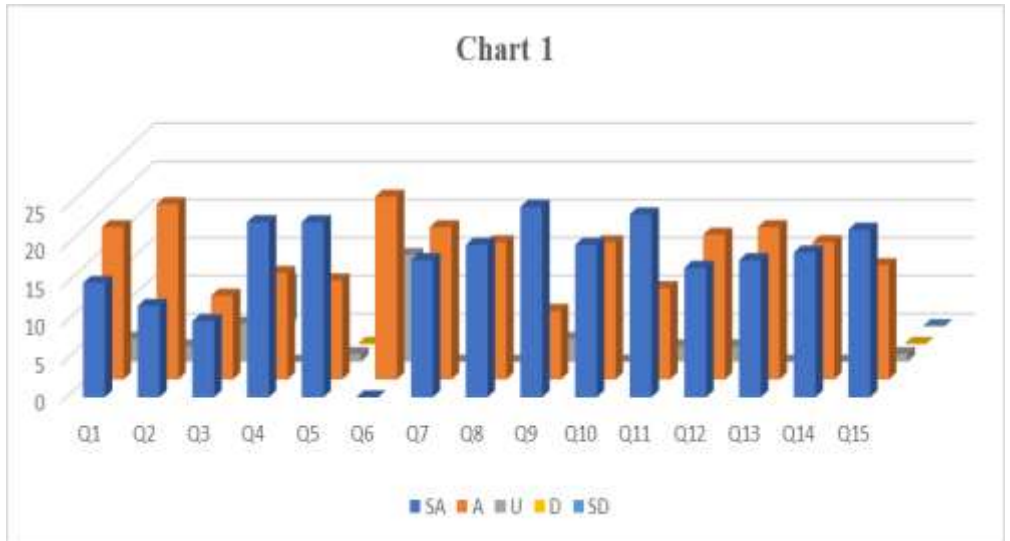
**Table 2.** shows the percentages of the study subjects' responses to the entire questionnaire items (1-15) in conjunction with (standard deviation) approaching figure (2), which suggests that the participants' overall responses on the entire items are very close to the first two points of the five-point Likert-type scale (strongly agree and agree)

| Item no. | Frequencies    |       |           |          |                   |
|----------|----------------|-------|-----------|----------|-------------------|
|          | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| Q1       | 15             | 20    | 3         | 0        | 0                 |
| Q2       | 12             | 23    | 2         | 1        | 0                 |
| Q3       | 10             | 11    | 5         | 6        | 6                 |
| Q4       | 23             | 14    | 0         | 1        | 0                 |
| Q5       | 23             | 13    | 1         | 0        | 1                 |
| Q6       | 0              | 24    | 14        | 0        | 0                 |
| Q7       | 18             | 20    | 0         | 0        | 0                 |
| Q8       | 20             | 18    | 0         | 0        | 0                 |
| Q9       | 25             | 9     | 3         | 1        | 0                 |
| Q10      | 20             | 18    | 0         | 0        | 0                 |
| Q11      | 24             | 12    | 2         | 0        | 0                 |
| Q12      | 17             | 19    | 2         | 0        | 0                 |
| Q13      | 18             | 20    | 0         | 0        | 0                 |
| Q14      | 19             | 18    | 0         | 0        | 0                 |
| Q15      | 22             | 15    | 1         | 0        | 0                 |

**Table 3.**

*The frequencies of the study subjects*

**Table 3.** displays the frequencies of the study subjects' responses to the entire questionnaire items (1-15), and as clearly shown in the table, the height frequencies of the participants' responses centered on the first two points of the five-point Likert-type scale (strongly agree and agree).



**Chart 1.**

*The study findings*

The attached chart summarizes the most important findings based on the study subjects' responses on the entire questionnaire items (1-15) concerning the five-point Likert-type scale ranging from strongly agree , agree , undecided , disagree , and strongly disagree .

**3. Materials and Methods**

In this section, the researcher will formulate how data has been collected, analysed, and distributed to the study samples to display the most important findings calculated by the current study.

**3.1. Research design**

The data collection process is undertaken via quantitative research methodology. A sample of EFL students was randomly selected from Qassim University to show their viewpoints on the questionnaire.

**3.2. Participants**

The research community includes Saudi EFL students, actually (38) have participated in the current study by responding to the questionnaire items.

**3.3. Instrument**

The researcher initially designed and distributed a questionnaire using a five-point Likert-type scale with options ranging from strongly agree to disagree

strongly. Three experts assessed the questionnaire items and made minor structural adjustments before distributing them to the study subjects. Each questionnaire item required a response measuring the participants' attitudes toward the entire item. Finally, after the data were collected and analyzed, the most important results were thematically analyzed and displayed:

#### **4. Results and Discussion**

As shown above, the present study aims to investigate how concept-checking questions (CCQs), as well as traditional questions such as Do you understand, may truly determine in what ways EFL students confirm their understanding of any given topic and explicitly declare that throughout the lecture or during the feedback stages. It then makes sense to ask questions regardless of the types of questions being asked. It is reported that Afitska (2016) provides a project that includes watching science classes as a bad example of classes in which teachers did not ask students any questions, and as a result, the author states that such classes had the worst learning outcomes.

With reference to the percentage, frequency tables as well as the chart, we can summarize the most important findings in the following points: When responding to the first item, *"I prefer questions such as Do you understand, compared to (CCQs) in EFL classes."* The data demonstrates an average percentage of (40%) of participants who support the concept of questionnaire items and think that they prefer questions such as Do you understand compared to (CCQs) in EFL classes. It seems as if these opinions are descending from the fact that EFL teachers themselves may be unaware of the effectiveness of (CCQs) simply because these questions are not widely common in traditional teaching contexts and approaches such as grammar - the translation method, which is still foremost in EFL classes in Saudi Arabia. Except for those teachers who happen to worldwide courses such as CELTA and DELTA, the researcher thinks that teachers need to be trained on the importance of these questions and their usefulness in EFL classes taking into consideration that they are not necessarily established in the form of questions. This finding is affirmed by Thornbury, S. and Watkins, P. (2007), who found that CCQs don't have to be questionnaires; they could, for instance, be gestures, phrases that need to be completed, or images, but their goal is to test knowledge. They also hope to encourage inductive reasoning

by pushing students to consider unfamiliar language and develop inferences about it.

Regarding the second questionnaire item, ***"I sometimes feel shy to confirm that I did not understand a certain point when the teacher asks, "Do you understand?"***

The table indicated a percentage of (52%) who reinforced the reality of the item. Consequently, the study subjects tended to agree with the questionnaire item, which displays the correlation between shyness and the subjects' affirmation of understanding certain questions when asked in public. That is what makes us think that it is essential for teachers to implement (CCQs) in EFL classes to measure students' overall understanding in a way that addresses the shy ones, and thus seems difficult to say that assessment can easily take place by focusing on those who intentionally say "Yes" to questions such as Do you understand, to avoid critical situations in front of their peers. The point is affirmed by many participants (93 %) showing their approval of the questionnaire item, ***"I intentionally say yes to the "Do you understand?" questions even when I don't understand the pointed topic to avoid putting myself in a critical situation."***

The study also shows that a large number of participants (63%) agreed that teachers regularly raise Do you understand the question in attempting to check their awareness of certain points in EFL classes, and this assured the dominance of some traditional teaching approaches like grammar – translation method in EFL classes over modern teaching methods such as the communicative approach as represented by the following questionnaire item, ***"Teachers regularly ask me, "Do you understand?" when pointing to different stages in EFL classes."***

Furthermore, the tables display a confirmation of (60%) of the subjects who prefer yes, or no questions rather than Do you understand when learning linguistic courses, their approval is clearly stated when referring to the subsequent questionnaire item, ***"When learning linguistic courses, I prefer yes, or no questions rather than do you understand ones."***

Likewise, the questionnaire illustrates a considerable number of panelists, almost a ratio approaching (65%) agreeing that they sometimes find themselves unaware of some points. However, they confirm their awareness when asked, "Do you understand?" Besides, the fifth item illustrates a considerable number of panelists, almost (63%) supportive of the fact that

(CCQs) facilitate communication between EFL instructors and students. This strong rapport increases the overall learning skills and reinforces EFL students' self-confidence, mainly in speaking sessions.

The study also shows that nearly (98 %) of the subjects believe that raising simple questions during EFL classes facilitates their understanding of lectures, as illustrated by the following questionnaire point, ***"I prefer simple questions to affirm my overall understanding of the lecture when asked in public."***

When asked about the impact of the concept checking questions in improving EFL students' communication skills, many of the subjects (94%) of the participants tended towards agreeing with the next questionnaire item, "(CCQs) help EFL students improve communication skills in online sessions." Additionally, the same percentage of the subjects think that concept-checking questions can highlight some points in classes. This viewpoint is raised by the subsequent questionnaire object, ***"When highlighting one specific issue in EFL sessions, (CCQs) are effective."*** It is also stated that such questions can also motivate students to effectively participate in group discussions as (99%) of participants found them different when referring to succeeding questionnaire item, ***"(CCQs) motivated pupils to participate in class discussions actively."***

The data displayed similarly reveals the effectiveness of (CCQs) compared to some traditional questions, such as Do you understand? This argument is affirmed by (54%) of the panelists, who believe that such questions are monotonous and boring in the EFL classroom context. That is why (99%) of the study subjects, on the other hand, were in favour of the fact that concept-checking questions are more efficient in assessing students' awareness as stated by the subsequent questionnaire point, ***"(CCQs) are used to assess pupils' comprehension of the lessons they have learned."*** Finally, the last questionnaire item illustrates that "(CCQs) build a solid interaction between instructors and EFL students," the point which is confirmed by almost (99%) study subjects. This essence is confirmed by Florkowska K. (2018), who mentioned that concept-checking questions are used to vocally assess students' comprehension of new vocabulary, grammar concepts, communicative functions, or even directions given in class, as well as to underline the substance of the meaning of the target language taught during a lesson.

## 5. Conclusion

In conclusion, the study displays the fact that "(CCQs) are found as more effective in EFL classes compared to "do you understand?" because of several reasons, among which is that concept checking questions are effectively used to assess pupils' comprehension of the lessons they have learned. As displayed by the last questionnaire item, (CCQs) also build a solid interaction between instructors and EFL students, a point which is confirmed by almost (99%) of study subjects. Thus, avoiding you understand is vital in EFL classes as the findings show that shy students may intentionally say yes, even when they do not understand a certain point to prevent critical situations in front of their peers. This point is clearly stated when (93 %) of panelists show their approval with the questionnaire item "*I intentionally say yes to the "Do you understand?" questions even when they did not understand the intended pointed topic.*

### 5.1. Recommendations

1. Enhancing "(CCQs) in EFL classes is vital as they are more effective in creating a real class interaction.
2. It is important to avoid you understanding questions in EFL classes as shy students may not truly answer them to avoid any critical situation in front of their peers.

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## Appendixes

## 1. The questionnaire items

| Item no. | The questionnaire items   |
|----------|---|
| Q1       | I prefer questions such as do you understand?, compared to (CCQS) in EFL classes  |
| Q2       | I sometimes feel shy to confirm that I did not understand a certain point when the teacher asks, "Do you understand?"   |
| Q3       | A question such as "Do you understand?" is monotonous and boring in EFL classes.  |
| Q4       | I intentionally say yes to the "Do you understand?" questions even when I don't understand the pointed topic to avoid putting myself in a critical situation. |
| Q5       | When learning linguistic courses, I prefer yes, or no questions rather than do you understand ones.   |
| Q6       | Teachers regularly ask me, "Do you understand?" when pointing at different stages in EFL classes.   |
| Q7       | I find it difficult to say I did not understand some points before my peers during EFL classes when asked, "Do you understand?"                               |
| Q8       | I prefer simple questions to affirm my overall understanding of   |

|            |  |
|------------|--|
|            | the lecture when asked in public.  |
| <b>Q9</b>  | I sometimes find myself unaware of a particular point though I confirm my awareness when asked, "Do you understand?" |
| <b>Q10</b> | (CCQs) motivate reserved pupils to participate in class discussions actively.  |
| <b>Q11</b> | (CCQs) encourage interlanguage communication between EFL instructors and students.                                   |
| <b>Q12</b> | When highlighting one specific issue in EFL sessions, (CCQs) are effective.  |
| <b>Q13</b> | Simple (CCQs) are used to assess pupils' comprehension of the lessons they have learned.                             |
| <b>Q14</b> | (CCQs) help EFL students improve communication skills in online sessions.  |
| <b>Q15</b> | (CCQs) build a solid interaction between instructors and EFL students.   |

