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EFFICACY OF DYNAMIC INTERROGATION IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This study examines the efficacy of dynamic interrogation—a method of interactive questioning—in English Language Teaching (ELT) and its impact on language proficiency and critical thinking skills. Dynamic interrogation aims to engage learners actively through thought-provoking, open-ended questions that prompt critical thinking and deeper language use. Dynamic interrogation, characterized by the use of adaptive and thought-provoking questioning techniques, is gaining traction as an innovative approach in English Language Teaching (ELT). This study aims to evaluate the efficacy of dynamic interrogation through a survey conducted among 50 English teachers. The research investigates its impact on student engagement, comprehension, and language proficiency, alongside identifying challenges faced by educators. Results indicate that dynamic interrogation significantly enhances critical thinking, active participation, and language skills. However, barriers such as time constraints and the need for specialized training were noted. This study underscores the potential of dynamic interrogation to revolutionize ELT while highlighting areas requiring further exploration and improvement.

Keywords: Dynamic Interrogation, Critical Thinking, English Language Teaching

Introduction

The teaching of English, as a global lingua franca, demands innovative methods to cater to diverse learner needs. English Language Teaching (ELT) has evolved from traditional teacher-centered approaches to more interactive, student-centered strategies that emphasize critical thinking, creativity, and communication. One such innovative method is dynamic interrogation, which involves the strategic use of questioning to foster active learning and deeper understanding.

Questioning has always been a cornerstone of effective teaching. Socratic questioning, Bloom's Taxonomy, and other frameworks highlight the value of thought-provoking inquiries to stimulate cognitive development. In ELT, questioning serves multiple purposes; it assesses students' comprehension of language concepts, encourages participation, ensuring students actively engage with the material and fosters critical thinking by challenging students to analyse, evaluate, and create.

However, traditional questioning methods often rely on rote responses or pre-determined answers, limiting opportunities for meaningful dialogue and creativity. Dynamic interrogation addresses these limitations by emphasizing adaptive, interactive questioning techniques tailored to learners' responses and proficiency levels. Dynamic interrogation methods are increasingly valued in modern ELT classrooms. They offer opportunities to practice language in authentic contexts and foster deeper learning. By integrating dynamic

questioning, teachers can encourage more spontaneous and thoughtful responses, thereby promoting higher language proficiency and critical thinking skills.

Dynamic interrogation is a teaching strategy where questions are used as tools for learning rather than merely for assessment. It involves:

- **Personalization:** Adapting questions to suit individual learner abilities and interests.
- **Critical Thinking Focus:** Encouraging students to think deeply rather than recall surface-level information.
- **Interaction and Feedback:** Creating a two-way dialogue that values student input and promotes collaborative learning.
- **Adaptability:** Modifying questions in real-time based on student responses to keep them engaged and challenged.

Dynamic interrogation goes beyond conventional questioning by challenging students to think on their feet, analyze ideas critically, and express complex thoughts in English. Unlike traditional methods that may involve passive listening and surface-level responses, dynamic interrogation encourages a two-way interaction between teachers and students, making the learning process more dialogic and student-centered. This method aims not only to improve linguistic skills, such as fluency and vocabulary use, but also to cultivate a deeper understanding of the language and its contextual nuances. The result is a classroom environment that fosters confidence, self-expression, and critical analysis—essential components of effective language acquisition.

The effectiveness of dynamic interrogation in ELT holds considerable promise. When students are engaged in real-time, thoughtful questioning, they are more likely to use language creatively and reflectively, which can accelerate language learning and enhance comprehension. Additionally, dynamic interrogation aligns with constructivist and communicative teaching principles, promoting active learning and cooperative dialogue.

Need and Significance of the Study

In an increasingly globalized world, proficiency in English is a critical skill for academic, professional, and social success. Traditional methods of language teaching often focus on rote memorization and passive learning, which may not effectively engage learners or develop their critical thinking and communication skills. English teachers often struggle to balance curriculum demands with fostering interactive and engaging classrooms. Students, on the other hand, require personalized and adaptive teaching strategies to build confidence in using English as a functional language.

Dynamic interrogation offers a promising alternative by incorporating interactive, thought-provoking questioning techniques. This method aligns with modern pedagogical goals of fostering critical thinking, active participation, and collaborative learning, making it essential to evaluate its efficacy in real-world classrooms. Dynamic interrogation can transform passive learners into active participants by encouraging curiosity and critical thinking. Dynamic interrogation aligns with 21st-century educational priorities, such as fostering critical thinking, problem-solving, and effective communication. This study emphasizes how dynamic interrogation fits into these broader objectives, making English language teaching more relevant and impactful.

Methodology

- **Research Design:** This study employs a normative survey design to explore the efficacy of dynamic interrogation in English Language Teaching (ELT). The approach is suitable for understanding teachers' perspectives and experiences, as well as identifying trends and challenges in implementing this teaching strategy.
- **Sampling:** Purposive sampling was used to select 50 teachers with at least ten years of experience in English teaching. This ensures the participants have sufficient expertise to evaluate the method.
- **Data Collection Tools:**
 - **Surveys:** Structured questionnaires for teachers to assess their experiences, challenges, and perceptions. The questionnaire comprised 25 close-ended questions with a 3-point Likert scale (Agree to Disagree)
 - **Interviews:** Semi-structured interviews with teachers
- **Data Analysis:** Quantitative data were analysed using descriptive statistics, while qualitative data were analysed thematically to identify recurring patterns and insights.

Analysis and Interpretation

The data were analysed using descriptive statistics to quantify the responses, and thematic analysis was conducted to explore qualitative open-ended questions. The results were categorized into key themes, which are discussed in the findings section.

Table 1: Percentage Analysis of the Responses of Teachers

Sl.No.	Statement	Agree (%)	Neutral (%)	Disagree (%)
1.	Dynamic interrogation makes learning more engaging and interactive.	70%	20%	10%
2.	It improves students' critical thinking skills.	66%	22%	12%
3.	The method supports better retention of vocabulary and concepts.	60%	30%	10%
4.	Dynamic interrogation develops students' confidence in speaking English.	74%	12%	14%
5.	The questioning style helps bridge classroom learning with real-world applications.	80%	10%	10%
6.	Students feel motivated to participate more in lessons using dynamic questioning.	70%	20%	10%
7.	The method encourages collaboration and peer learning.	64%	24%	12%
8.	Dynamic interrogation helps in deeper understanding of complex topics.	68%	22%	10%
9.	It challenges students to think creatively.	72%	18%	10%
10.	The method is more effective than traditional questioning techniques.	60%	26%	14%
11.	Students feel more involved and engaged in discussions.	76%	14%	10%
12.	Teachers find it easy to implement dynamic interrogation in classrooms.	50%	30%	20%
13.	It improves listening skills by requiring attention to details during questioning.	66%	22%	12%
14.	Improves vocabulary acquisition.	78%	14%	8%
15.	Enhances grammar learning effectively.	70%	20%	10%
16.	Dynamic questioning is suitable for all levels of learners.	50%	32%	18%
17.	The method encourages students to justify their answers logically.	66%	24%	10%
18.	It makes learning English enjoyable and stress-free.	62%	28%	10%
19.	Suitable for large class sizes.	40%	30%	30%
20.	Requires specialized teacher training.	62%	28%	10%
21.	Dynamic interrogation is time-consuming compared to traditional methods.	46%	30%	24%
22.	The questioning approach encourages independent learning and exploration.	68%	22%	10%
23.	It prepares students to handle real-world communication challenges.	74%	12%	14%
24.	Dynamic interrogation should be incorporated in all English language courses.	70%	20%	10%
25.	Overall effective for ELT purposes.	80%	15%	5%

The survey results reveal several trends regarding the efficacy and challenges of dynamic interrogation in English Language Teaching (ELT):

High Engagement and Critical Thinking

A majority of teachers agreed that dynamic interrogation increases student engagement and promotes critical thinking. This indicates that the method is effective in creating an interactive and stimulating learning environment.

Improved Language Skills

A significant percentage of respondents recognized its impact on improving spoken English, vocabulary, and grammar acquisition, suggesting that dynamic interrogation can enhance key aspects of language proficiency.

Time Constraints and Training Needs

Many teachers identified time constraints and a lack of specialized training as significant barriers to implementing dynamic interrogation. This highlights the need for professional development programs and adjustments in curriculum planning to accommodate the method.

Suitability for Large Classes and All Proficiency Levels

Responses were divided on the suitability of dynamic interrogation for large class sizes and varying proficiency levels. While the method is effective for smaller or more homogenous groups, adapting it for diverse learners remains a challenge.

Integration and Enjoyment

Teachers indicated that dynamic interrogation could be integrated into the curriculum and that students generally find the method enjoyable, promoting a positive attitude toward learning English.

Ease of Implementation

Agreement was lower for ease of implementation and suitability across all levels. A notable percentage of teachers felt it was time-consuming, suggesting that some educators may struggle to incorporate it effectively within the constraints of limited classroom time.

Encouragement of Communication and Collaboration

Most participants agreed that the method improves communication skills, encourages peer collaboration, and helps students relate classroom learning to real-world applications. The low disagreement implies that these benefits are broadly acknowledged.

Overall Learning Experience

Responses reflect strong agreement that the method fosters enjoyment, independence, and should be a key part of English courses. However, neutral responses indicate some room for improvement in making it universally appealing or effective.

Findings

Strengths:

- High engagement and interactivity.
- Improved critical thinking, creativity, and vocabulary retention.
- Positive impact on communication and collaboration skills.
- Positive overall learning experience

Challenges:

- Some educators find it time-consuming or challenging to implement effectively.
- Mixed opinions about its suitability for all learners and levels.
- Mixed opinions about its suitability for larger classrooms

Recommendations:

- *Teacher Training:* Offer workshops to familiarize educators with dynamic questioning techniques and their integration into lessons.
- *Blended Approach:* Combine dynamic interrogation with traditional methods to balance efficiency with engagement.
- *Scaffolded Learning:* Provide structured support for less experienced students to maximize benefits.

- *Feedback Mechanism*: Regularly gather feedback from students and teachers to refine the approach for different contexts.

Conclusion

The survey results demonstrate overwhelming support for dynamic interrogation as a teaching method in ELT. The majority of participants found it engaging, effective in enhancing critical thinking, and more beneficial than traditional questioning techniques. Furthermore, the process was praised for boosting confidence, fostering collaboration, and making language learning relevant to real-world contexts. Dynamic interrogation shows immense potential in transforming classroom learning into an interactive, thought-provoking, and practical experience. However, its implementation has challenges, such as time constraints, lack of teacher training, and difficulty adapting the approach to large and diverse classrooms. By addressing these areas, educators can fully harness the potential of dynamic interrogation, making ELT more effective and engaging for learners across various contexts. Proper implementation and adjustments can maximise its benefits across diverse learning environments.

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