

INVESTIGATING THE TYPES OF TEACHER QUESTIONS IN EFL SECONDARY CLASSROOM

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Abstract

This study aimed to find out the types of questions used by the English teachers based on the purposes of questioning as proposed by Scrivener (2012). This study employed descriptive or explorative case study. This design allowed the researcher to investigate phenomena within the participants' real life contexts. There were two English teachers involved as the subject of this study. The data were collected through observation and analyzed through some stages based on the interactive model of data analysis. The findings showed that check questions were more frequently uttered by the teachers than real questions and concept questions in both classes. It was also revealed that teachers' beliefs in teaching English as foreign language seemed to influence the types of questions used by teachers in the classroom. This study provides several implications for the implementation of teacher questions in EFL classroom.

Keywords: Teacher Questions, EFL

Introduction

Language teaching methods play a significant role in EFL classrooms as these methods are able to improve academic performances of students and enhance their communication competence, once the methods are applied appropriately. In addition to that, what teacher adopts and does also influences the whole process of teaching and learning. Chaudron (1988) points out that one of the devices that teachers employ in teaching language is questioning. Teacher's question may serve various functions such as focusing attention, exerting disciplinary control, getting feedback and most important of all, encouraging students to participate (Farahian and Rezaee, 2012). In relation to the functions, the kind of questions teachers ask can significantly affect the quantity and quality of student interaction in a lesson (Cullen, 1998). Previous classroom-based studies have revealed the different types of questions, particularly studies on teacher questions in ESL classroom have so far revolved around the closed/open or display/referential distinction (Ho, 2005). Studies reported that the type of questions which were frequently asked by teachers were closed and display questions while open and referential questions were rarely or even never asked (Yang, 2010). In some cases, the referential questions were more frequently used than display questions in higher level classes (Roostini, 2011). Conversely, Cullen (1998) argues that these referential questions do not have communicative value. In second or foreign language teaching particularly, these questions are assumed to deprive learners from the opportunities to have a role in the production process as those questions are mostly asking students to repeat information which are already available.

Apart from the types of teachers' question, the teachers' questioning strategies can influence learners' emotional changes in classroom and the relationship between teachers and students. Study on student responses to teacher questions (White and Lightbown, 1984 cited in Tsui, 1996) found that out of an average of 200 questions asked in fifty-minute lesson, 41 percent received no response. The problem of getting students to respond is more serious with Asian students, who are generally considered to be more reserved and reticent than Western students (Chaudron 1988; Lucas 1984; Sato 1982 cited in Tsui, 1996). Results from Wu's study (1991) cited in Tsui (1996) show that from four ESL lessons in Hong Kong secondary schools, no student took the initiative to seek clarification or check confirmation from the teacher, and there was not a single learner question.

Different studies have been carried out (Roostini, 2011) to explore question types used by three teachers in general English classes in EFL context in Indonesia. However, there are only a few research in this context which observe teachers' questioning strategies at public high school. Fisher (2005) argues that in traditional schools, students' role is as a receiver of information rather than a giver of information and thoughts. This condition is in line with the case that many teachers tend to ask questions that require the recall of factual information (Hill and Flynn, 2008 cited in Diaz et.al, 2013). This study is based on the above-mentioned

limitation and the major purpose was to find evidence in Indonesian classrooms of questions suggested by Scrivener (2012). Moreover this study aimed at seeking how the types of questions teachers ask influence the students' participation by looking at the students' responses.

The Purpose of Questioning

Questions are believed as one of the vital ways to acquire knowledge. Questions are instruments to scrutinize new ideas, facts, information, knowledge and experiences. They play great part in communication (Chaudron, 1988). Questions and responses are inevitable in exchanging ideas and negotiating meanings. Therefore, they are ones of the important tools to enhance education in general and language teaching in particular (Nuru, 1992 cited in Azerefeqn, 2008). Moreover, Omari (2018) expresses that asking questions can be a way to check students' progress from their informative feedback during classroom teaching and learning process. It also enables classroom teachers to evaluate their students and motivate them to attend lessons attentively.

In line with this, Richards and Lockharts (1994:185) have stated that the justifications for the importance of questions in teaching cover stimulating and maintaining students' interest, encouraging students to think and focus on the content of the lesson, enabling teachers to check students understanding, enabling a teacher to elicit particular structures or vocabulary and encouraging student's participation in a lesson. These imply that in the teaching and learning process, questions are the core by which all communication between teacher and pupils takes places. Questions in language classroom play a significant role in promoting learners language proficiency. They are employed to check student's comprehension to see if they have acquired the knowledge imparted, to focus their attention and involvement in the lesson, to control behavior and to encourage the student to use the target language for communication (Tsui, 1995).

The Categories of Teachers' Questions

Long and Sato (1983) classify questions into display and referential questions. Moreover, Nunan (1989) indicates the distinction between display and referential questions. He stated that "a display question is one to which the questioner knows the answer, while a referential question is one to which the person asking the question does not know the answer." He further commented that referential questions provide opportunity to students to express their ideas without any restrictions and develop the output of the target language. The purpose of using a referential question is to seek information, while the purpose of using a display question is to elicit language practice (Richards & Schmidt, 2002). In similar vein, Scrivener (2012) classifies questions by looking at what teachers want to achieve with them consisting of real question, check question (test question) and concept question. *Real question* is defined as a question in which the person is interested in the message contained in the answer e.g. 'Has she bought it?'. *Check question* (Test Question) is questions that the teachers ask and they already know the answer, e.g. 'Is this a noun or a verb?'. The last classification is *Concept question* which is used to find out whether the students understand the meaning and use of certain grammar and vocabulary.

In addition to those categories, Scrivener (2012) proposes questions by how much scope they leave for learner to answer in different ways namely *Polar closed questions*, *Closed Questions*, and *Open Questions*. *Polar closed questions* are questions that lead to one of just two possible one-word answers. *Closed Questions* are questions about fixed facts and typically only one correct answer or very limited possible answers. *Open Questions* are questions that do not have a single fixed answer but leave the scope for the person replying to answer in a number of different ways. The categories of questions proposed by Scrivener (2012) were applied to determine the types of questions used by the participants of the study as these categories lense more to the aims of this research.

Teacher Teaching Goals, Knowledge and Beliefs

Costa and Garmston (1985) cited in Met (1994) point out that good teaching relies on good planning. Further they indicate that the planning phase of the teaching process requires high levels of thought and may be the most important element in successful teaching. In addition to that, good teachers see each lesson in terms of long-range and short-term instructional goals. In line with this idea, Wells (1996) cited in McCormick and Donato (2000) contends that the sequences happening in the classroom are best understood as goal-directed actions. He proposes two different goal processes: (a) pre-established goal which is a priori and constant throughout instruction and (b) unplanned and spontaneous goal which may emerge and negotiate and renegotiate during classroom tasks as a result of co-construction process. He adds that if instruction is considered as a goal-directed action, and teacher questions are a common part of instruction, therefore to understand the role of questions requires the knowledge of the goal they are trying to achieve.

Good teaching is also related to teachers themselves who have beliefs and knowledge about what they practice. Questioning strategies posed by teachers may affect students in such a way as teachers' knowledge (what teachers know about good teaching) and beliefs (perceptions of certain classroom practice) about their teaching and their students' needs and abilities influence the way they implement certain teaching practices (e.g. questioning) which may affect their classroom practice.

Methodology

This research was qualitative in nature as it involved a small number of participants. Qualitative research represents a board view that to understand human affairs it is insufficient to rely on quantitative survey and statistics, and necessary instead to delve deep into the subjective qualities that govern behavior (Holliday: 2002, p.7).

There were two English senior high school teachers of state high school in Samarinda, East Kalimantan Indonesia included in this present analysis. Teacher names were changed to T1 and T2, and students were referred to as S1, S2, and so on within excerpts. One classroom teacher, T1, was a male teacher and 26 years old at the time of the study. He taught 40 second-year students aged between 15 and 16 years old. He was a part time teacher who has been teaching English for 3 years. He graduated from teacher education faculty majoring in English education. The other teacher, T2, was a female teacher and was 46 years old. She taught third-year class which consisted of 40 students aged between 17 and 18 years old. She has been teaching English for 20 years and holds a master degree in teacher education. They had consented to be videotaped as participants in this study. The two different levels of classes were chosen to see whether the level of class might give different data result. With regards to participant selection, recruitment, and enrollment, Rimm-Kaufman et al. (2014) was used as reference.

In order to fulfill the objectives of the study which was to find out the types of teachers questions, data were taken from the observed 90-minute lesson from each class. Multiple observations were conducted in order to gather sufficient data. The purpose of classroom observation was to see teacher's types of question during the lesson. The whole process of teaching was tape-recorded to reflect what actually happened in classroom. In addition, further correspondence through email and interview were also carried out to get teachers' further explanation about the questions that they posed during the lesson. The data were analyzed through some stages namely transcribing the recorded data into written data, classifying the data based on the referred theories, reducing the data by only taking the significant ones, giving codes to each extract which was going to be discussed, interpreting and analyzing the extracts to answer the research aims.

The sample size is too small for making generalization on types of questions preferred by EFL teachers, but the main purpose of this study was to gain perspective on which question types are more preferred by teachers and to adapt the findings into the field of EFL professional development. The investigation of teachers' question in EFL secondary classrooms in this study was focused on the types of the questions and how the students' responses to the delivered questions. Types of questions categorized by Scrivener (2012) were used as reference in analyzing the data.

Findings

In general, the English teachers from the Third-year and Second-year classes used questions based on the category proposed by Scrivener (2012), they are purpose-based category (real questions, check questions, concept questions) and degree of openness-based (polar closed questions, closed questions, open questions) during their 90 minutes of teaching. From different types of questions that the teachers posed, the responses from the students were elicited and grouped into No Response (NR), Short Response (SR) and Longer Response (LR). It can be noted that the on-going question-answer exchanges between the teacher and the students showed that the teachers were able to maintain the students' interest and focus on the class activities.

Types of teachers' questions

The overall number of questions posed by the two teachers in different class levels was 217. The second-grade teacher asked 115 questions while in the third grade, the teacher asked 102 questions. Table 1 below shows the distribution of category of teachers' questions which consists of real question, check question, concept question, and other types of questions.

Table1. Category of Teachers' Questions

Teacher	Purpose-based Questions			Other Types of Question
	Real Question	Check Question	Concept Question	
Second-year (T1)	2	58	2	Procedural (32) Y/N Questions (16) Clarification Request (2) Confirmation Check (1) Comprehension Check (2)
Third-year (T2)	27	32	2	Procedural (4) Y/N Questions (25) Clarification Request (7) Confirmation Check (3) Comprehension Check (2)
Total	29 (13.3%)	90 (41.4%)	4 (1.8%)	

With regards to the purposes of teachers in asking questions (Scrivener, 2012), it can be seen from the above result that check questions (41.4%) were more frequently asked than real questions (13.3%) and concept questions (1.8%) by both teachers. In addition, the result also presented that the larger number of check questions were found in the second grade than the third grade. This was supported by the documented observation and transcripts in that the teacher in the second grade used check question extensively in his teaching. When the observation was carried out, the teacher of the second-grade class discussed about idioms and no questions were asked by students at that time. An example of the check question given by the teacher was written in the following extract:

Extract 1 (CO, 2nd Year)

Teacher: **Where do fish live?**

Student: In the sea

The answer for this question “*Where do fish live?*” had been already known by the teacher and was purposively given to check whether or not the students knew the answer. In the follow up correspondence (FC) by email with the teacher, he mentioned the objective of the lesson in the following extract

Since there are no rules for idioms, I had to be straight and give some examples of the idioms which native speakers usually use in daily conversation rather than give the students an assignment to look for the idioms themselves. I had to encourage them to remember the idioms because some idioms appear in some questions in Listening Part A of a TOEFL Test. The topic was related to the topic in the previous meeting since it is the seventh skill that comes after the six skills that the students have to learn according to ARCO TOEFL Book (SI,FC,Q1).

The above extract shows that the teacher decided to take more control during the teaching and learning process as he would like to present and explain several idioms. Instead of preparing assignment to look for the idioms, the teacher tested students' memory and understanding about the idioms by delivering the questions in the form of check questions. Both results, the number of check questions and the email, clearly showed that check questions were mostly preferred by teachers in their interaction with students.

Different with the second-grade class, a few questions (3 questions) were asked by students in the third grade when they sought for clarification for the assignment that the teacher asked them to do. Discussing the text about “Bullying”, the teacher posed several questions to involve the students in the discussion about the content of the text. An example of question given by the teacher related to the text was:

Extract 2 (CO, 3rd Year)

Teacher : **What is bully?**

Student: Criminal

Based on the extract, the teacher desired to know deeper about the concept of bullying from students' perspectives although the teacher herself had already had that concept in mind. Apart from the most dominant type of questions, in this case is check question, the other types of questions which are also useful

to build teacher-student interaction are real questions and concept questions. When asking about real questions, teachers are interested in the message contained in the answer while concept questions emphasize students' understanding of the meaning and use of certain grammar and vocabulary (Scrivener, 2012). Based on the results, real question was also the other preferred type of question that the teacher used in the class.

Real question is interesting because of the message contained in the answer. In the following extract:

Extract 3 (CO, 2nd Year)

Teacher: **Do you drink coffee everyday or sometimes?**

Student: Sometimes

In the question like “*Do you drink coffee everyday or sometimes?*”, the teacher was particularly interested in the student's answer because he had no prior information on student's preference. Meanwhile, the concept question is asked to find out whether the students understand the meaning and use of certain grammar and vocabulary, for example:

Extract 4 (CO, 3rd Year)

Teacher: **They want to make a sensation. Can you clarify that word?**

Student: For example, e... it's happens when a senior bullies the junior.

From the question, “*They want to make a sensation. Can you clarify that word?*”, the teacher was asked to focus on a specific vocabulary i.e. *sensation* which further stimulated students' comprehension to give clear concept about that word. There were also other questions found which can be classified into function-based category (Long and Sato, 1983) in the following extracts.

a. Procedural Questions

Procedural questions are types of questions delivered in relation to classroom management (Richards & Lockhart, 1994). They are used to ensure that the teaching process flows smoothly in the class. The following is the example of the extract containing a procedural question.

Extract 5 (CO, 3rd Year)

Teacher: So now/ take a look at... the article that you have got. Okay. So... **everybody already got a paper?** And I'm sure that the reading is so clear. So now, what I'm, I want to is e... look at the first article only, what I mean is read the article. The first article, the first article only. This one. (pointing the article) In the first page. Okay? And then, ya, by scanning, read the text and try to understand, and after that, try to title it. Okay. Two minutes only.

Based on the example given in the above extract, the teacher delivered the question *everybody already got a paper?* to focus students' attention before further discussing the topic. All students did not respond to this question because they only focused on what their teacher instructed them to do. Asking this procedural question enabled teacher to monitor students' preparation prior class activities.

b. Yes/No Questions

The teacher's yes/no questions are mainly used to get general feedback from students (Farahian & Rezaee, 2012) but sometimes these questions are addressed to any of the particular students present in the class. In this following extract, the teacher gave a male student question in accordance with the lesson topic (i.e. idiom).

Extract 6 (CO, 2nd Year)

Teacher: Fajar. Come on. Tell me the third idiom. **Do you remember the third idiom boy?** Come on. Say something. Ok. Come on.

Student: (laugh)

Teacher: yes boy/

Student: Uhu.

Teacher: I'm waiting you.

All right. My position is like this. But actually I'm listening to you boy. Well, honestly here, I'm reading. Come on. Say something. Say something. I'm listening here. Tell him.

Student: Have you got any bean?

Teacher: Ya. What's the meaning?

The affirmative question *Do you remember the third idiom boy?* was asked to ensure whether or not students understand the topic discussed in the class and the teacher expected to receive affirmative

answer from that male student. However, as could be seen from the above extract, nonverbal response was delivered. This could be understood that he did not have any answer for the teacher's question. The teacher then asked the other students to help him before he gave further explanation.

c. Comprehension Checks

The comprehension check questions were found in both classes when the teacher wanted to make sure whether the students comprehend the instruction and or explanation. These questions were seen during the main activity occurred.

Extract 7 (CO, 2nd Year)

Teacher: But that's not what I actually wanna tell you. Now here. In English, we can say that, a person, who is really unhappy and uncomfortable because he or she is in an unfamiliar place. How is it? In an unfamiliar place. A fish/ out of water, is a person who is really unhappy and uncomfortable because he or she in an unfamiliar place. Three idioms/
Understand it?

Students: Yes.

From the above extract it can be seen that the question such as ***Understand it?*** was delivered by the teacher to check whether the students understand with the meaning of the idiom that he had just explained. This is confirmed by the teacher in the interview session as seen in the following excerpt.

Asking them questions to test them whether they really pay attention or whether they have memorized the materials. (Int. SI, L40-41).

d. Confirmation Checks

In case of the confirmation checks questions, both teachers seemed to use them when they made guesses of the students' answers as seen in the following extracts.

Extract 8 (CO, 3rd Year)

Student: Second, you should be (...)

Teacher: ***Interactive/?***

Student: (...)

Teacher: ***Interactive/?***

Interesting/

You have to be interesting. Interesting in what?

Student: people

Extract 9 (CO, 2nd Year)

Teacher: To behave a silly and stupid. A silly and stupid, is this right? Yes? What about the other definition girl?

Student: someone who does something carelessly and in silly way.

Teacher: ***a... someone?***

Student: someone who does something carelessly

Teacher: ***Someone. Who... does... something...***

Student: carelessly and in silly way

Teacher: ***careless..ly and in... silly way ya?*** O..kay...

From both extracts, it can be seen that the way the teachers delivered confirmation checks is in the form of repetition as pointed out by Long and Sato (1983, p. 275). Confirmation checks involve exact or semantic, complete or partial repetition of the previous speaker's utterance, and are encoded as either yes/no or uninverted (rising intonation) questions (there is a presupposition of a "yes" answer), and serve either to elicit confirmation that their listener had heard and/or understood that previous speaker's utterance correctly or to dispel that belief.

e. Clarification Request

The last subtype of question is clarification request. According to Long and Sato (1983), clarification request covers any expressions by a speaker designed to elicit clarification of the interlocutor's preceding

utterance. Both teachers under investigation used a very clear sentence which expresses the clarification as seen in the next extracts.

Extract 10 (CO, 3rd Year)

Student: First, why do people become bullies. .. Because.. Some students become bullies because first they think they are more than any other people. They think are worse than they. And ... the second, they want to make a sensation

Teacher: Emm? They want to make a sensation/ *can you clarify that word?*

Student: For example, e... it's happens when a senior bullies the junior

Extract 11 (CO, 2nd Year)

Teacher: Ok. What about you? The third idiom.

Student: to make a monkey out of someone.

Teacher: (...) still the same idiom? Ahmad Ridho. *Repeat again please?*

Student: To make a monkey out of someone.

Teacher: Ok... to make a monkey out of someone.

From the above extracts, sentences like *can you clarify that word?* and *Repeat again please?* can directly be identified as clarification request questions. They clearly showed their function as questions delivered from the questioner as he/she was unclear about the other person's word or sentences.

Teachers' Questions and Students' Responses

In relation to the second aim of this study which was to find out how teachers' question influences students' participation in terms of their response, table 2 and 3 show the summary of the types of teachers' questions and the number of students' responses which occurred (frequency) based on the classification. Students' responses are seen from the number of words they produce when they answer the teacher's questions. The responses are classified into three categories, they are: No Response (NR), Short Response (SR), Longer Response (LR).

Table 2 Second-Year Teacher's questions and students' responses

No.	Types of Question	Total number of question	Response from students		
			NR	SR	LR
1.	Real Question	2			2
2.	Check Questions	58	15	30	13
3.	Concept Question	2	1	1	
4.	Procedural Question	32	5	27	
5.	Yes/No Questions	16	8	7	1
6.	Clarification Request	2		1	1
7.	Confirmation Check	1	1		
8.	Comprehension Check	2		2	

Table 3 Third-Year Teacher's questions and students' responses

No.	Types of Question	Total number of question	Response from students		
			NR	SR	LR
1.	Real Question	27	7	4	16
2.	Check Questions	32	4	16	12
3.	Concept Question	2	1	1	
4.	Procedural Question	4	2	2	
5.	Yes/No Questions	25	11	11	3
6.	Clarification Request	7	1	2	4
7.	Confirmation Check	3			3
8.	Comprehension Check	2	1	1	

According to Table 2 and 3, the most frequent question asked by the teachers was check questions. In the second grade particularly, 58 (26.7%) check questions out of the total number of the questions were asked by the teacher. Meanwhile, the number of check questions (14.7%) was slightly higher than that of real questions (12.4%) in the third grade. The high number of check question did not seem to affect the general atmosphere of teacher-student interaction. In table 2, the students responded to teacher's questions were mostly in limited words (short response) as shown in the following example:

Teacher : Fish is delicious, right?
Student: Yes

Based on the example, this type of question is assumed to create a little space for students to say more about their ideas as the student's answer was likely to be simple. Although the highest number of questions posed by the third-grade teacher was also in the form of check questions, the way the students responded to the questions were different. Longer responses were mostly found to answer the real questions in the third grade. Out of 27 (12.4%) real questions, 16 responses given by students were in longer response category. The following is the example of real question and how the student responds it in more detailed.

Teacher: Can you give me the example?
Student: Like... em... someone e... who take other students food.

It can be seen from the above examples that although the teachers asked different types of questions (i.e. check question and real question), questions are very essential to monitor whether or not students have understood things taught in the classroom. Students' ways of responding were more or less influenced by the types of questions they should respond. From the data, teachers in both levels were found to pose more questions which typically require one correct answer or very limited number of possible answers (closed questions).

Discussion

Teachers' questions are believed as the core by which all communication between teacher and students take places. Teachers ask many questions in ESL classrooms (Ellis,1993 cited in Nhlapo,1998). As cited in Qashoa (2013: 8), Bruald (1986) and Gambrel (1986) also consistently agree that," the big amount of teacher's time taken up by asking questions". In other words, teachers spend most of their lesson time by conducting questioning sessions. In second or foreign language classroom particularly, questions are not only used to check students' comprehension to see if they have acquired the knowledge imparted but also play a significant role in promoting learners language proficiency.

Concerning the teacher question types, it was revealed in this study that display (test or check) questions were the types mostly preferred by the teachers in both classes. This result was similar with the previous studies which revealed that teachers ask more display (test or check) questions than referential questions (David, 2007; Azerefegn, 2008; Yang, 2010; Omari, 2018). Teachers tend to ask display questions that they already know the answer to (Scrivener, 2012). Several display questions found in the analysis such as *What do you think about fish? Where do fish live? What would happen to this fish?* were used to encourage students to participate actively in the classroom interaction. What the teacher did was in line with Hsu (2001) cited in Yeh (2008) who mentioned that teacher questioning is like elicitation tools and attention drawing devices and used to provide corrective feedback, trigger learners' output and promote learners' performance, cognitive thinking and self regulation. Furthermore, display questions, according to Dashwood (2005), are typical of teacher-fronted lessons in which transmission of knowledge from teacher to student is the expected interaction, adding that they are not therefore conducive to discussion.

The other type of question which was asked based on students' interpretations or opinions about the discussed topic was real question. Although the number of real questions asked in both classes was less than the display ones, students managed to elicit longer responses from the delivered questions. It is worth noting that the longer responses elicited by real questions in this study might be related to other factors such as the aims of the lesson, students' language proficiency levels and teacher techniques. Considering how teachers' question influences students' participation in terms of their response, results on several studies lead to controversy among researchers about the role of certain types of questions which leave room for students to express their ideas. Hussain (2013) classifies questions based on students' thinking level into closed question and open question. Closed questions demand very limited language output from the student meanwhile open questions or referential questions tend to encourage longer answer. In addition they provide opportunity to students to express their idea without any restriction and develop the output of target language (Scrivener, 2012; Nunan, 1989).

In this study, closed questions were mostly proposed by the teachers using WH words. The type of close question is usually focused on a single fixed answer or a very limited number of possible answers (Scrivener, 2012), for example when the teacher asked," *What is your name, girl?*". This example indicated that a fixed and factual response will be given to raise students' participation in class. In many instances, the teachers utilized WH questions to expand students' knowledge, activate and engage them in classroom activities (Celce-Murcia & Larsen-Freeman, 1999).

Referring to the results of the present study, it can be said that both types of questions (real question and check question) are useful in EFL classroom and it would be a risky thing to generalize that one type is more beneficial than the other as each question has its own role in elevating students' performance. Gall (1984) cited in Qashoa (2013) emphasizes that both types are useful and he claimed that the effectiveness of display (check) and referential (real) questions is determined by many factors such as teaching goals, content and students' background and knowledge. In addition to Gall's argument, in some instances the way teacher raises question and responds to student's answer is an important point that a teacher should consider (Smith and Higgins, 2006).

Conclusion

To conclude, it is believed that question seems to be key tools in the communicative exchanges that ensure a natural and equal interaction in the classroom. It is also one of several mechanisms in spoken discourse that facilitates and eases comprehension. Question is a direct access to knowledge since the main objective of asking a question is to obtain unfamiliar information. Questions influence the quantity and quality of students' output in fundamental ways. Consequently, teachers should be able to present question as input within classroom discourse in such a way as to function as a stimulus towards engaging students in interaction. In order to fulfill this role, it is necessary to design an intensive training for teachers to know well about the types of questions, questioning strategies, their uses in the English classrooms, ways of preparing questions, and the purposes of questions in the class. Having these in mind, teachers can discover better ways to make use of questions in teaching the target language as well as train their students how to questions so that the students will gain more knowledge during the interaction in the classroom.

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