Teacher's Questions in EFL Classroom

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TEACHER'S QUESTIONS IN EFL CLASSROOM

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Abstract

This study was addressed to explore types of questions and its frequency used by EFL teacher in the classroom during the teaching processes through analyzing the transcripts of the videotaped instructions. Another special emphasis is put on investigating the length of the students' utterances in responding the teacher questions. The participants were 29 Grade-eleven students and an English teacher. The results showed that rhetorical, procedural, closed, open, display, and referential questions were found, and it was more focused on the last four types of questions. However, display questions are more than twice as much as referential one, 50.8% compared to 14.6% occurrences, and closed questions are the most preferred questions with a total number of 252 which is also slightly more than double of referential questions which compose 62 questions. Conversely, open and referential questions produced longer students' responses than closed and display ones.

Key Words: *teacher question, EFL classroom interaction, student responses*

INTRODUCTION

In the learning process, teachers and students are the two elements that cannot be separated because learning process involves teacher-students interaction (Puliastuti,2008:1). In foreign language classroom interaction, both teacher and students have opportunity to practice or use target language (Faruji, 2011:1820) and it is the best opportunity for students to practice their skills in the target language (Rohmah, 2010:1). It is clear that the interaction provides a wide range opportunity for the learners to practice their language, and the teachers play the important rule to decide whether their students will get the chance or not.

One form of the interaction that open the chance for the students to use the target language is through questioning (Nurhidayati, 2006:142). It is one of the most activities spent by the teacher in the classroom. Research indicates that in the classroom anywhere teachers spend from thirty-five to fifty percent of their pedagogial time in questioning (Cotton,2001:1).

Questions as the utterance used in questioning refers toas any sentences which function to question (Cotton, 2001:1); the sentences worded or expressed so as to elicit information (Hornby, 2008:360). Related to classroom activity, questions can be described as utterances used to search for information on a particular subject (Shomoossi in Meng, Zhao, & Chattouphonexay, 2012: 2603). Puliastuti (2008:1) adds that questions are stimulus that asks learners to think and learn, so that they will effortlessly understand the material to develop their thinking skill. In short, questions are any expression stated to get the information about a certain subject or material.

Moreover, teacher questions can be defined as instructional cues or stimuli that communicate to students the subject matter to be learned and directions for what they are going to do

and how they are to do it (Cotton, 2001:1). Furthermore, Tsui in Meng, Zhao, & Chattouphonexay (2012:2603) defines that teacher questions as all category and structures of expressions organized , either syntactically or functionally, as questions asked by educators before, during, and after lesson in order to draw out students' responses.

There are many kinds of teacher questions. Some experts classify questions uttered by the teacher into some types. Basically, questions are grouped into three groups in terms of the aim of questions in classrooms, namely: procedural, convergent, and divergent questions (Richards & Lockhart cited in Yan, 2006:19). According to the kinds of responses elicited, questions are categorized into open and closed questions (Rohmah, 2010:2). Based on the nature of interaction generated, questions can be classified into twocategories , display and referential questions (Yang, 2010:3; Long & Sato cited in Qashoa, 2013:54 & Yan, 2006:19). Another division of questions is based on the grammatical form of the questions as suggested by Thompson (cited in Yang, 2010:5). It includes yes/no questions and wh-questions. The next distinction of questions is concerning question cognitive level suggested by Bloom (cited in Widodo, 2006:4-5 & Qashoa, 2013:55). Bloom's taxonomy shows that level of learning results is decided by lower level questions (knowledge, comprehension and application); whereas higher level questions encourage students to analyze, evaluate and synthesize. Apart from questions asked by the teacher that require students to answer, another type of question given is rhetorical questions. Asril (2011:84) defines that rhetorical questions require teacher to respond the questions.

Teacher questions play an essential function in learning interaction. Nurhidayati (2006:140) states that the use of questions is an primary element of language use, particularly in the interactional use of language. Here, questions are regarded to take central position for some purposes namely: to encourage and uphold students' interest, to promote students to weigh up and consentrate on the content, to obtain a particular structure or vocabulary items, to ensure understanding, to give confidence to the students to take participation (Ma, 2008:94); to build thinking skill and the strategy to learn vigorously (Widjaya, Suandi & Putrayasa, 2013:2); to implement an active learning, motivate stimulate students to questions themselves, to identify specific nuisance , to express a actual interest in the ideas and feelings of the pupils, and to provide a chance for learners to adjust and cogitate information (Hamiloglu & Temiz, 2012:2).

In language classroom, it is squabble that questions can motivate students to practice the target language. Through the communication, questioning and answering commotion, students get the opportunity to have experience in communicating, using the language (Nurhidayati, 2006:142). When the teacher asks questions and the students respond the questions, they use the opportunity to develop their language competence.

The range of the opportunity the students have to practice their language is based on the length of response requires by the teacher when uttering the questions and it is based on the varieties of teacher questions. Yang (2010:20) adds that in general research results show a positive correlation between using referential and open questions and students' fabrication of target language but a negative correlation between asking closed and display questions and the length of the students' responses. Thus, the more frequent teacher asked for open and referential questions, the

longer responses would be produced by the students. For this importance, this research is more emphasized in discussing the four types of teacher questions–open, referential, closed and display–even though another types could be found and exposed later.

For open and referential questions, the responses required by the teacher are longer than closed and display questions. A study conducted by Meng (2012) showed that teacher tends to ask display questions than referential questions.

LITERATURE REVIEW

Questions refer to any sentences which have questioning form or function (Cotton, 2001:1) expressed to draw out information on a certain subject (Shomoossi in Meng, Zhao, & Chattouphonexay, 2012:2603). Then, teacher questions can be defined as all kinds utterances categorized as questions asked by educators before, during, and after lesson in order to obtain students' responses (Tsui in Meng, Zhao, & Chattouphonexay (2012:2603).

Types of Questions

Teachers' questions have been categorized in a number of ways. Firstly, questions are classified into three groups based on the goals of questions in classrooms, namely: procedural, convergent, and divergent (Richards & Lockhart cited in Qashoa, 2013:53-54; Yan, 2006:19 &

Ma, 2008:100). Procedural questions refers to classroompractice , customary and classroom management. They are used to make sure the quality of the learning process. In contrast, procedural, convergent and divergent questions are constructed to keep students in the content of the lesson, make easy their comprehension, and uphold classroom interaction. Convergent questions support similar student responses and short answers like

However, it is assumed that the longer the response required, the more opportunity given to the students to practice the language. So that this research is aimed at answering the following questions:

1. What are types of teacher's questions appear in EFL classroom?
2. What are the frequencies of types of questions used by the teacher?
3. What is the length of students' utterances in response to teacher questions?

yes/no or short statements. They want the students to remember the earlier instructed material to respond the questions without engaging in high level thinking skills. On the contrary, divergent questions are dissimilar from convergent questions. They support diverse longer answers with higher-level thinking that encourage students to give their own responses and convey their ideas rather than just recalling preceding lessons.

Secondly, in relation to the kinds of response obtained, teacher questions are grouped into open and closed questions (Barns in Yan, 2006:18-19). Open questions refer to all questions which have more than one suitable answer (Yang, 2010:4). Ma (2008:100) represents this question naturally needs a longer and less restricted response. Furthermore, open questions let the listeners to articulate their ideas, assumption, generation of hypotheses, and construct a reasoning. However, the characteristics of closed questions are those which have only one correct answer (Rohmah, 2010:2). They have a brief and inflexible answer so that there is only one obtainable respons.

Thirdly, questions are categorized based on the nature of interaction created. Long & Sato in Qashoa (2013:54) suggest two types of this category which include display and referential questions. Display questions means questionwhich

is used to ask information or answers that already recognized by the teacher. This type of question is used to check if the students have already recognized the answers (Hamiloglu & Temiz, 2012:3). Moreover, display questions are constructed to bring out or exhibit certain structures (Yan, 2006:19); elicit short, simple and low-level answers. In spite of referential questions are kind of questions asking for new information or the responses that the teacher does not know, and the students respond the questions in order to give information to the teacher (Tsui in Yang, 2010:1). This type of question can acquire various subjective information and draw responses referring to students' outlook, thoughts , and factual life experiences, with the function of filling information space s (Kao,2012:5).

The previous types of teacher questions given by the experts could be simplified for their similarities. Apart from the procedural questions that does not directly connect to the material or lesson rather like to ensure the flow of the learning process, the rest types directly connect to the material. For their similarities in requiring short and limited response, closed and display questions belong to convergent. In contrast, questioning for long answer involves students to give their thought that may be different from others, and various answers could be acceptable, open and referential questions are grouped into divergent questions.

Fourthly, Thompson (cited in Yang, 2010:5) classifies questions into yes/no and wh-questions based on the grammatical structure of the questions. The yes/no questions require the respons in the form of yes or no; while a wh-questions need longer answer if compared with just yes/no. It exploits a question word for instance, what, who, when, where, why, and how.

The last division of the questions is concerning questions cognitive level. This category suggests that the answers required by the questions state on certain level of cognitive. Bloom (cited in Qashoa, 2013:55 & Cotton, 2001:3-4) designates that degree of learning achievement is influenced by lower level questions (e.g. knowledge, comprehension and application) and higher level questions stimulate students to analyze, evaluate and synthesize. Lower thinking questions are also referred to factual, closed, straight, memorizable, and knowledgable questions. In contrast, higher cognitive questions are defined as those which ask the student psychologically employ small piece of information formerly learned to generate an answer or to provide for an answer with reasonably evidence. Higher cognitive questions are also regarded as open-ended, inquiry, evaluative, interpretive, inferential, and synthesis questions.

The Functions of Questions in Learning Process

Questioning is one of the most common activity conducted by the teacher in the process of learning. It may serve distinct functions which are registered by previously researchers, such as Ma (2008:94) and Widjaya, Suandi & Putrayasa (2013:2). The specific functions of the teacher questions can be grouped into three broad areas: diagnostic, instructional, and motivational (Kauchak and Eggert cited in Ma, 2008:93).

As an indicative instrument, classroom questions permit the teacher to preview students' minds to detect not only what the student recognize or don't recognize but also how they think about an issue. Through intentional questioning, the teacher can consider the existing circumstances of students' thinking, recognizing not only what students understand but also disparities and misapprehension. A second essential

role of asking question is to perform instructional practices. The instructional function of questions is to help students learn new material and incorporate it with the previous one. Questions afford the practice and essential feedback for the development. Besides, for new material which is being cultivated , questions can be used to make clear connection within the material being argued . The third role that classroom questions is motivational purpose. By using questions, teachers can keep students keenly participate in the learning at hand, defying their thinking and establish problems for them to be considered. From a learning perspective, a question at the introduction part of teachingcan be functioned to encapsulate students' awareness and bestow a spotlight for the lesson. Moreover, repeated and cyclic questions can promote lively participation and give opportunities in the lesson for continuous involvement of student.

The Importance of Teachers' Questions in Classroom Interaction

Beside a variety of functions of questions as stated in the previous explanation, questions can also give many contributions to the structure of classroom interaction. As a mutual communication, questions potentially stimulate students' discussion, learning and thinking. The use of questions can thus change the strategy of teacher elucidation and engage students classroom interaction actively, in which this is very helpful to develop learners' language competence (Ma, 2008:94).

As a matter of fact, in the traditional classroom, teachers dominate the interaction and speak most. The structures of the interaction is possible to hold back students' chances to practice language for interaction (Yang, 2010:2). However through questioning, teachers open the chance for their students to use and practice their language. As an implication of one of the functions of the questions proposed by Morgan and Saxton (cited in Brualdi in Meng, 2012:2603) that is to allow students to express their ideas and thoughts, at that time students practice and use the target language. However, a question arises is how many time and words that the students practice when answering the questions from the students; whether or not the questions open a wide range occasion to the students to practice the target language in the classroom. This can be answered by referring back to the sort of the questions frequently used by the teacher, and it is one of the concerns of this study.

METHODS

The participants of this research were from Islamic Senior High School (MAN) 2 Batusangkar. They included all of the students of IA3 (science students) that consisted of 29 students and one teacher teaching English subject. The data were gathered for the duration of five meetings of observations. The researcher came to the classroom to observe the learning process while videotaping the process because it was impossible to take a note for all questions expressed by the teacher and the responses from the students at the time. The videotapes would be the valuable source of data of this research. To gather the data, the researcher followed several steps. Firstly, researcher got familiar with the topic through studying some literatures and relevant studies. Secondly, the participants of the research were selected. Thirdly, the observations towards classroom interaction were done. The researcher came to the classroom and videotaped the process. There were five times of observation used. Lastly, based on the videotapes, the data would be

analyzed.

To answer the research questions, there were some procedures to follow. The first was transcribing the videotapes. The second step was coding the entire teacher questions found individually. In this step, the questions that do not require answer from the students were coded as rhetorical questions. The rest of them would be coded based on several types of questions such as, procedural, convergent includes closed and display question, and divergent includes open and referential questions. Out of the procedural and rhetorical questions, firstly both type

RESULTS
Types of Questions

To answer the first research question about the kinds of questions appeared in the lassroom, the result of this study shows that the total number of questions supplied by the teacher in five meetings or observations was 480 questions, and some types of questions found were procedural questions, rhetorical questions, convergent questions include both closed and display questions and divergent questions include both open and referential questions. The total was from 151 questions from the first observation, 95 questions from the second observation, 128 questions from the third observation, 47 questions from the fourth observation, and 59 questions from the fifth observation .

Before discussing the types, it is necessary to mention to avoid the misunderstanding that some closed questions could be either referential or display questions, and open questions could be referential or display questions (Rohmah, 2010:4). For example, this closed question also belongs to display question, *"Busy ini kata apa? (290)"*. This question elicits only one correct respons and the teacher has already known the answer of the question.

open and closed questions would be coded, and lastly the data would be code again to find display and referential questions. After that, the types found were listed and grouped. Then, the data were analyzed. The last step was answering the research questions. In addition, to get the frequency of each type of teacher questions and the extent of students' response, statistic descriptive using Ms. Excel software would be used. The formula used is by dividing the sum of words by the total number of each type of teacher questions as proposed by Qashoa (2013:58) and Yang (2010:10).

Different from this, the question *"Do you usually get advice from someone? (301)"* is closed and referential because the there is no various responses like open question but the teacher do not know yet the answer. Other examples related to open question. Question *"Di pantai ada orang berenang, tapi ada kawasan tertentu yang tidak boleh berenang, karena apa? (457)"* belongs to open and display question because the answer may vary but the teacher already knows the answer. In spite, question *"What does your mother usually advice to you? (316)"* are open and display questions because there could various answers but the teacher do not the answer.

Apart from the previous explanation, there are some kinds of questions appeared in the classroom interaction used by the teacher. The first type, rhetorical questions found functioned in the learning process to help teacher explain the material or certain problem. One of the examples was *"Kalau disini jelas asal muasalnya. Kenapa bentuk ketiga? (109) Karena dia udah lewat."* This rhetorical question did not ask students to answer.

The second type, procedural questions were asked to serve several functions. Some of them were used as teaching routines found in the beginning

of the process, such as *"How is your life this morning? (152)"*, *"Any absent today? (154)"*, other questions were used to invite students' questions, such as *"Any questions? (40)"*, *"So far so good? (139)"*, etc. besides those question functioned to make sure the stream of the learning process that to ensure whether the students understand and the next topic, or problem, could be explained.

Furthermore, two kinds of questions based on the type of the response elicited–closed and open questions–were also found in this study. Closed questions have only one right answer and it is a short and inflexible answer. There were numerous closed questions found that serve some purposes, such as: to check student's answer of tasks as in *"Is it correct or not? (69)"*, to elicit the English version of certain words, phrases and sentences as in *"Kalau sedang apa Bahasa Inggrisnya? (170), Pick pocket apa? (397)"*, to elicit particular structure as in *"Kalo present perfect indirectnya, itu di ubah jadi apa? (27)*, to check students' understanding as in *"Ciri khas dari past perfect apa? (83)"*, etc. There was limited even only one short answer required to answer the questions, and almost of them functioned to recall information.

In contrast, open questions ordinarily need a longer, lengthy answer and require the students to communicate their ideas were found less than the previous type of questions. Some samples of them were,

"What will your mother tell you to advise? (324), Nah, what should I do if you were me? (338), *Apa contoh kalimat yang mungkin smoker jawabannya? (420)"*. Those questions asked the students to tell their own opinion about particular problem that might be different from others, and all answers would likely be acceptable.

Moreover, display and referential questions were also found. Both types of questions are categorized based on the nature of interaction generated. The former is a question which is not a real question, in fact the teacher knows the answer, but to check whether the students know the answer. There were a lot of examples of this type found, such as: *"Dia pakai have kemudian ada eaten, ini verb keberapa? (21)"*, *"Do you know the meaning of advice? (310)"*, etc. Similar with closed questions, this type also elicit short response of students. The later asks the information which is not known by the teacher. There were some examples found, for instance *"When do you usually get advice from someone? (301)"*. The information asked was not known by the teacher and the student was asked to fill the gap. This type was also found to ask students' opinion toward particular case, such as *"I'm not mood right now, but I must teach you, what should I do? (348)"*. This type is also similar with openquestions.

The Frequency of Teacher Questions

The teacher questions had been analyzed in terms of several types previously. To answer the second research question related to which questions used most frequent by the teacher, the following table would show the distribution of the questions types from observation (O) 1 until 5.

Table 1. Types of Teacher Questions

Types of Questions	(O)1	(O)2	(O)3	(O)4	(O)5	Total	%
Rhetorical	6	2	-	2	2	12	2.5%
Procedural	53	20	36	12	33	154	32.1%

Convergent	Closed	81	69	47	32	23	252	52.5%
	Display	84	69	34	3	24	244	50.8%
Divergent	Open	11	4	45	1	1	62	12.9%
	Referential	7	4	59	-	-	72	14.6%

The table shows that 2.5% of 480 questions found were rhetorical questions. Procedural questions were 32.1% of all questions uttered by the teacher. Closed questions consisted of 252 questions or took 52.5% of all questions. The display questions included 50.8%. 12.9% of questions were open questions, and 14.6% were referential. Thus, about 51.7% of teacher questions were convergent, but only 13.8% were divergent.

Concerning to the sort of question based on the kind of response obtained , closed questions are appeared in the interaction were more than twice as much as open questions, that is 52.5% compared to 12.9% occurrences. The same circumstances happen to both display and referential questions. The table shows that display questions are the questions which have a preference mostly with a total number of 244 which is also slightly more than double of referential questions which compose 72 of total 480 questions.

The Length of Students Utterances in Responding Teacher Question

Before exposing the average length of the students' response, it is necessary to mention that not all of the teacher questions were answered by the students in verbal way. For instances, the number of procedural questions was 154 questions. However, students only answered 76 questions, and did the other questions. The rest of the questions were responded by gesture such as using their head to say yes/no to respond such questions as *"Can you? (276) "* when teacher asking for a student ability to solve an exercise. The remaining questions were not responded since the students did not know the answer and finally, the teacher used other clues to guide the students to the answer or only tell the answer to the students. For example, *"Home room teacher, what does it mean? (327)"*. Since the students did not know, the teacher told, *"In this class your homeroom teacher is Buk Indriyani"*.

It is important to note that students' production of language indicated by the length of students' answers to the proposed questions was measured by counting the number of words in students' answers for each type of questions except rhetorical questions that do not require students' answer as in the following table.

Table 2. Length of Students' Response

Question Type	Total of Questions	Answered Question	Total Words	Average Length
Procedural	154	76	183	2.41
Closed	252	165	283	1.72
Open	62	23	99	4.30
Display	244	163	311	1.91
Referential	72	25	71	2.84

Related to the average extense of students' responses (calculated by segregating the sum of words by the sum of each type of teacher questions used by Qashoa (2013) & Yang (2010)), open questions scored higher average (4.30)

than closed ones (1.72). The difference is 2.59. In parallel, display questions scored lower average (1.91) than referential ones (2.84) with 0.93 length differences. In other words open and referential questions produced longer answers. In addition, toward procedural questions, the average length of students' response was also higher than

procedural question.

Besides using English words, the previous total words shown in table included students' response in Indonesian and Minangkabau language (students' native language). The following table shows the average length of students' response included only English words.

Table 3. Length of Students' Response in English

Question Type	Total of Questions	Answered Question	Total Words	Average Length
Procedural	154	30	62	2.07
Closed	252	84	144	1.71
Open	62	10	24	2.07
Display	244	85	144	1.69
Referential	72	11	32	2.91

Even though the average length of students' response in English toward teacher questions scored lower than previously, open questions still scored higher average (2.07) than closed ones

(1.71); referential questions also took higher average (2.91) than display ones (1.69). Accordingly, divergent questions produced longer students' responses.

DISCUSSION

Questioning is a main instrument for teaching and evaluating in classroom (Qashoa, 2013:59). As a result, it is common to see the large amount of questions used by the teacher inthe classroom. Concerning to the teacher question types include closed, open, display, and referential questions as the core of this stu2, the result revealed that closed and display questions were the most frequently used in the five meetings. These findings are similar to previous studies such as Yang (2010); Meng, Zhao & Tao (2012) that also found that closed and display questions were supplied very frequently in teaching. In contrast, open and referential questions were less appeared.

According to Yang (2010:16), the sorts of questions used by the teacher are related to the instructional aims. In addition, Dashwood in Hamiloglu and

Temiz (2012:6) claims that display questions are usual teacher-fronted instruction in which knowledge transmission from the teacher to the learners is required from the exchange. The ideas could answer the previous phenomenon that closed and display questions were mostly used rather than open and referential questions.

In the first observation, the main topic discussing in the teaching was direct and indirect speech which are known as grammar topic. Gerund as another grammar point was discussed in the second observation. In third observation, the topic was asking and giving advice, but a lot of minutes were spent in the beginning of teaching process to discuss students' task related to gerund. In the fourth observation, the teacher reviewed the material. Finally, in the last observation, the teacher discussed the questions in their previous daily test and

reviewed the material.

From the material, the pedagogical purposes are determined and they influence the types of questions used by the teacher. The number of closed and display questions found in the present study were used by the teacher in order to draw the students' attention to the correct form (e.g. *"Had atau Has?"* (73) in observation one), check their knowledge about the target grammatical structure (e.g. *"Living berasal dari kata apa?"* (186) in observation two), and elicit target vocabulary items from her students (e.g. *"Dilarang berbicara?"* (402) in observation four). As suggested by Littlewood in Yang (2010:17), in teaching grammar, before having any interactive language exercise, teachers may often need to encourage the learners in using the language so that they can concentrate obviously on the structure itself. This can be attained through asking and answering some questions. Since teaching process mainly discussed grammar, the major learning purpose is to enable learners to use the language structure. Therefore, closed and display questions were mostly appeared.

A slightly different in the third observation, the main purpose of the teaching was enable learners to use the expression given and would be used in the real communication. Consequently, open and referential questions were used more to encourage students to express their experience about certain case, such as "What does your mother usually advise to you" (316), and to tell their opinion about particular phenomenon, such as "Ok, what should I do if you were me?" (352).

Richards and Schmidt in Meng, Zhao & Tao (2012:2607-2608) states that it has been recommended, for teachers, that one way to make classes more interactive is to use fewer display questions and more referential. Conversely in the present study found that when the students were asked by open and referential questions, they took longer time to think and caused the teacher to repeat the questions more than ten times. It happened when the teacher asked the students to tell their advice to a particular problem given by the teacher (in the observation 3). On the other hand, when given closed and display questions, they responded it quicker than open and referential ones. It could cause teacher to use more closed and display as suggested by Qashoa (2013:54) that students' level could determine the types of questions used by the teacher.

Although the number of open and referential questions asked in the five meeting was less than closed and display ones, longer students responses were elicited by open and referential questions (4.30 and 2.84 the average words per open and referential questions).The students' responses tended to be very brief (two words or less) when closed and display questions were asked. However,the long responses were produces by the closed and display questions only because of the long question of the students' grammar exercise. This happens when the teacher corrected the indirect speech made by students. She asked such question *"Directnya apa*? (32)" and the students responded by reciting the question *"I may be absent from the class tomorrow"*. Eventhough the students' responses toward open and referential questions were longer than display and closed ones, it did not show that students had already practiced more target language. In fact, the average length of the students' responses in English was less than four or three words. Swain in Qashoa, (2013:59) states that increasing the number of class interaction (learner output) is of very essential for EFL context where the target language is constructed only in the classroom itself, hence teachers should be able to encourage students to produce more language. In addition, since the current

teaching approach is competence based instructions, teacher should provide a wide range of opportunity to the students to practice their language rather than learning the grammatical pattern. Consequently, teacher should likely ask more open and referential questions because they encourage students to elicit longer response, without ignoring the factors influencing teacher choice of questions.

In addition, Smith and Higgins (cited in Yang, 2010:18) suggests that in

CONCLUSION

The present study investigated the sorts of teacher questions and its frequency appeared in the classroom interaction and addressed the length of students' utterances in response to teachers' questions. This study have shown some types of questions found such as rhetorical, procedural, closed, display, open and referential questions. Related to the distribution of the question types, more fell into closed and display question while so few into open and referential ones. Furthermore, the types of questions used determine the

many cases, the students' respons does not depend on the questions, but how the teacher responds to the student's answer. This occurrence can be exemplified in the question "Do you know the meaning of advice?" (310). This question only required yes/no answer, but in that way the teacher responded to the students' one word yes/no answers by asking them for more information that made the students extend on their answers and create longer responses.

length of the responses. Open and referential questions created longer respons than closed and display ones. Consequently, teacher should be able to vary their questions and ask more display and referential questions rather than just giving those short and syntactically less complex answers since students only produced the target language in the classroom. Moreover, the main target of the instruction nowadays is how to make students be able to use language. Therefore, there would likely no objections to use open and referential questions more.

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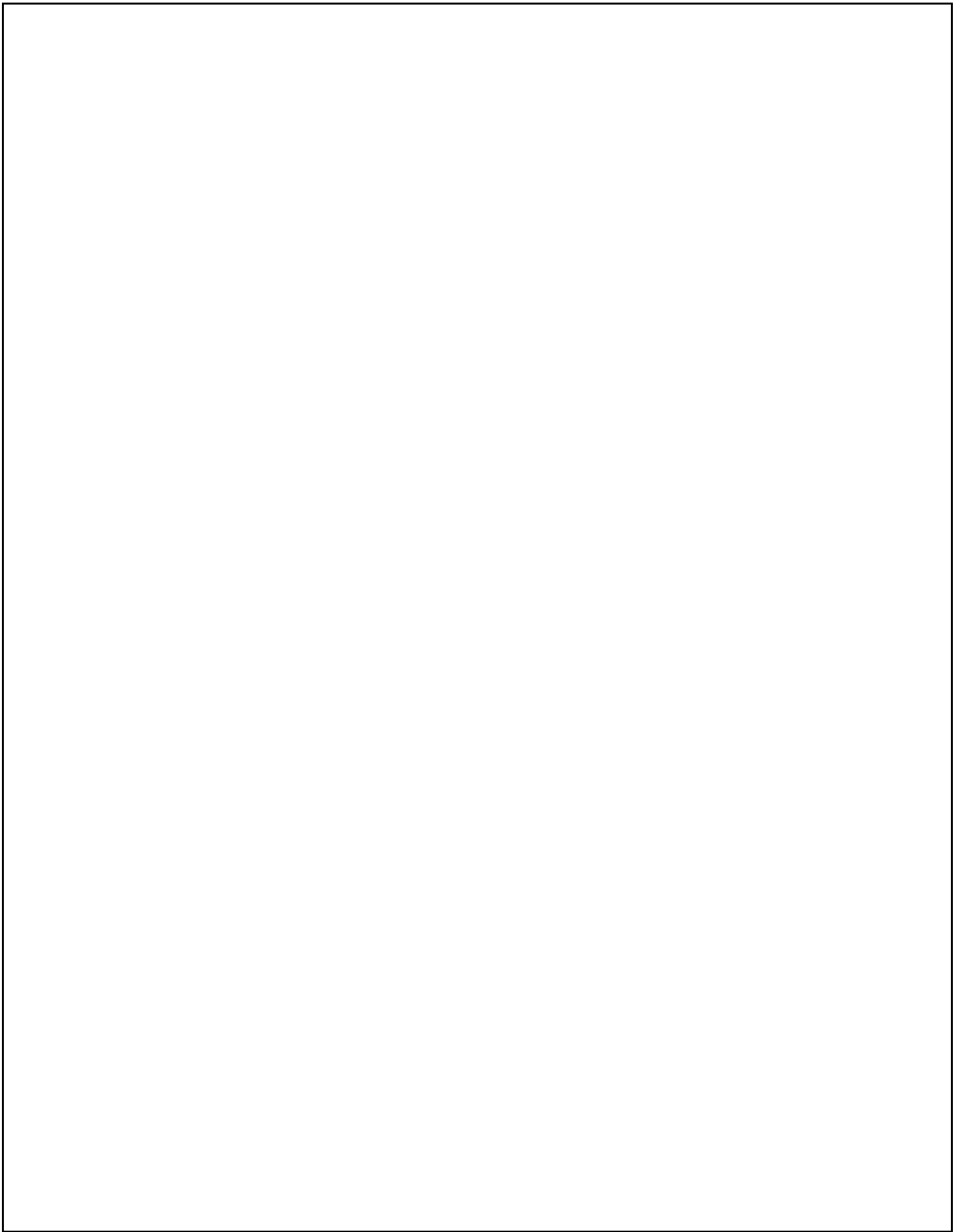Meng, Junyi & Zhao, Tao. 2012. *Teacher Questions in a Content- based Classroom for EFL Young Learners.* Theory and Practice in LanguageStudies,Vol.2,No.12,

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