

## **An Analysis of Teacher's Questioning in Classroom Interaction of English Language Teaching**

**Shintya Yahya, Suparno**  
English Education Department  
Teacher Training and Education Faculty  
Universitas Sebelas Maret  
Email: [yahyashintya@student.uns.ac.id](mailto:yahyashintya@student.uns.ac.id)

*Received: 8 May 2020*  
*Reviewed: 11 May 2020*  
*Accepted: 18 May 2020*

### **Abstract**

This study aims 1) to examine the types of teacher's questions, 2) to reveal the pragmatic functions of teacher's questions, and 3) to investigate what questioning skills performed by the teacher in posing questions during classroom interaction. The research used a qualitative method that collected the data through observations, video-taping, and interview. The findings revealed that the teacher employed various types of questions during the lessons. Out of 268 questions, the questions covered convergent (56%/150), divergent (10.4%/28), and procedural (33.6%/90). It also showed that the questions performed nine pragmatic functions with the most frequent occurrence of eliciting information function and the less frequent occurrence of permission function. Furthermore, the teacher has performed the questioning skills with the least degree. Those skills comprised the range of question types, gaining students' participation, and giving adequate time to think. Each type of question has its purposes, primarily toward students' involvement in classroom interaction. The pragmatic analysis plays a role in seeking what the teacher truly means to avoid misunderstanding. Those purposes and pragmatic functions of questions will proceed more appropriately if the teacher performs the questioning skills.

**Keywords:** *teacher's questions, pragmatic function, classroom interaction, questioning skills*

### **INTRODUCTION**

Classroom is a place where more than two people are gathering, with one having a role as a teacher (Tsui, 1995). As classrooms are always used to conduct the lesson in the school, it should be able to fulfill students' needs to obtain learning objectives. Teachers are expected to provide appropriate teaching skills.

One of the teachers' skills that influence the teaching-learning process is teacher questioning. The teacher usually initiates some questions, such as asking the daily routines at the beginning of a lesson. In that case, questions have a function to help to

open the teacher-students conversation. Teacher's questions also have significant values to elicit students' reflection, challenge students' understanding and engagement in the classroom. Questioning is often implemented to push effective classroom interaction between teacher and students.

For many years, questions have been the focus of research attention in both content and language classrooms (Nunan, 1991). It proves that questioning plays an essential role in communication and instruction during the teaching and learning process. Question is essential in classroom interaction because it can start communication and build interaction before, during, or even after the lesson. Teachers pose as many as 300 to 400 questions a day (Levin and Long, 1981). It means that the teacher's questioning dominates the classroom interaction. As questioning is one of the schemes to get students involved in the lesson, however, making effective questions requires some teachers' mastery of how to create questions that make students think critically and produce the target language.

A common problem reveals that teachers tend to pose lower-order thinking questions. Since lower-order questions require short answers, they may discourage students from thinking about the answer critically and from producing the target language in much longer sentences. Thus, the range of questions being addressed should be concerned by the teacher to promote interactive and effective classroom interaction. Another common problem is students' participation in answering the questions. Some students dominate participation, and some students are unresponsive or make interaction with the teacher infrequently. This problem is also proven in a study conducted on thirty-eight ESL teachers who were enrolled in an in service training course. They were asked to identify the problems while conducting classroom action research, and over 70 per cent were identified as getting student oral responses as one of their major problems (Tsui, 1985). Further, the Indonesian Ministry of Education has emphasized that the teaching and learning process should be student-centered learning where all students need to be active and involved in a classroom activity or even interaction. Thus, the teachers' attention to students' participation to activate all students without any domination need to be performed.

Furthermore, the teacher should be concerned about what skills in questioning to solve the problems. Richard and Lockhart (2007) identified questioning skills in the educational field such as: concerning the range of questions types, students' participation, and wait-time. For instance, if there is no response by the students, the teacher should analyze what the problems are. One of them is modifying questions to make the students speak up. It is common among teachers to modify the question to get students' responses (Tsui, 1995, p. 56). This strategy may lead to classroom interaction that boosts students' active participation. Repeating a question helps students to process the question and think about the answer, particularly for those who have low proficiency in English. The teacher should remember when the response is not forthcoming after repeating a question, and the questions need to be modified.

Teaching language entails teaching speech acts such as requesting, commanding, confirming, and many others. By knowing the types of questions classified by Richard and Lockhart, the teacher may deliver questions in various ways. Meanwhile, the

pragmatic functions of interrogative help the teacher to know the exact meaning and function of questions so that the questions are understood well by the students. The classroom interaction, which is the primary role in a lesson, may run smoothly if the teacher and students have the same point of view and understanding. Misunderstanding the teacher's intention may lead to a breakdown in communication. This identification of pragmatic functions of interrogative sentences may have direct implications for language teachers and literature to EFL students.

## LITERATURE REVIEW

### Classroom Interaction

In an English language classroom, whether it is the first, second, or foreign language, classroom language and interaction are very vital because language is at once the subject of study as well as the medium for learning. The students are not only learning about the language but also using the language that they are learning for communication. Interaction is more than action followed by reaction, but it is acting reciprocally, acting upon each other (Thomas, 1987). Teachers work upon the class, the class gives a reaction, and its reaction subsequently modifies teachers' next action. Teacher question, student response, and teacher feedback are the dominant patterns of interaction that are commonly found in all classrooms and are typical of classroom exchange

In classroom interaction, the teaching and learning processes comprise two main categories, teacher talk and student talk (Flanders, 1970). Teacher talk might be related to words spoken by the teacher during teaching and learning in the classroom. Teacher talk is the language that teachers use when addressing learners in the classroom (Ellis, 1985). Since teacher talk becomes a significant element in classroom interaction, it also has a significant role. Nunan (1991) points out how the role of teacher talk is vital in classroom interaction because it helps teachers to organize the classroom and to process the acquisition.

Another essential form in classroom learning is the student's participation in classroom interaction. Participation can be in the form of talk. In terms of the language classroom, Tsui (1995) points out that student talk is students' action of producing and trying to make themselves understand the target language. Student talk refers to the ways students share ideas within the classroom. Moskowitz in Brown (2000) suggests that the types of students talk in classroom interaction are: 1) Student response, 2) Silence, 3) Confusion, 4) Laughter, 5) Uses the native language, 6) Nonverbal.

### Teacher's Questioning

#### *Teacher's Question*

Questioning is one of the teaching techniques that are commonly used in all grade levels (Wilén, 1987; Richard and Lockart, 2007) and serves as the dominant way to control the classroom. Taba in Wilén (1987) defined questioning as the most powerful teaching strategy as the power of questions can impact student thinking and learning. Therefore in the classroom context, teacher questions can be defined as instructional cues

to convey the content elements to students and directions to point out what and how students should do.

Teachers' questions are primary means to check students' comprehension, to see students' knowledge acquisitions, to involve students' participation, to engage students' attention, to promote verbal response, and to evaluate students' progress (Chaudron, 1988 and Tsui, 1995). Through strategic questioning, teachers can assess the current condition of students' thinking, identify not only what the students know but also the misconception or misunderstanding. It can be concluded that teacher questions are the most potent teaching strategy which covers instructional clues to convey materials and directions on what and how students should do in learning. Through questions, teachers also can diagnose both the content and linguistic performance of the students.

### *Types of Questions*

Barner (1969) in Tsui (1995) classified questions that begin with 'what', 'when', 'who', and 'where' are included as a factual question while questions that begin with 'how' and 'why' are considered as reasoning questions. Barner further classified other forms of questions: closed questions and open questions. Closed questions are more restrictive than open questions. Closed questions expect a small number of possible responses such as 'Yes' or 'No', in brief, they have only one existing answer, while open questions contain several different answers.

According to Richard and Lockhart (2007), the types of questions are classified based on their purposes; procedural, convergent, and divergent questions. Procedural questions deal with procedures, routines, and classroom management. They are designed to help the teaching process flow smoothly. Convergent questions require short responses such as "yes or no", or another short statement. They focus on recalling previous material or information that has been presented. Meanwhile, divergent questions require students to respond in higher-level thinking where their own student information is needed rather than recall previous information.

Display questions (known information question) and referential questions (genuine information questions) have a common distinction based on Long and Sato (1983) theory. To check the students' understanding of the knowledge, teachers might use questions called display questions where teachers have known the answer and even do not want to seek an answer to resolve some doubts. Meanwhile, if teachers' intention is students answering the question to give information because they do not have it, then teachers might address the referential question (Nunan, 1989).

Close, convergent, display questions have the same purposes since they do not need higher-level thinking responses. Briefly, they provide one existing answer. Open, divergent, and referential questions are regarded as the same types of questions because of their feature similarities. In this research, the researcher will use procedural, convergent, and divergent questions to help analyze the types of questions posed by the teacher in the classroom.

### **Questioning Skills**

Richard and Lockhart (2007) identified questioning skills in the educational field, as follow:

1. The range of question types teachers use Teacher questions are designed to engage students with the content of the learning, test students' comprehension, seek the opinions of students, encourage creative thought and innovative thinking, and maintain the flow of the learning within the lesson. Students might have limited opportunities to practice the target language if teachers use convergence or display questions more often.

#### 2. Students' participation

Students' participation plays a substantial role in maintaining the flow of interaction, especially teacher questioning. In a foreign language classroom, students may have different levels of abilities, then, the teacher should provide a place for students to learn more about the target language, particularly answer questions to produce the target language.

#### 3. Wait-time

Last but not least, wait-time is a questioning skill that should be concerned with; that is, the length of time the teachers wait after posing a question. The teachers should give students time to think individually or collaboratively to enable deeper and better answers, which will reinforce their engagement and thinking. Only if there is no answer after posing the first question, the teacher may repeat the question, rephrasing the question, directing the question to individuals, or giving the answer. Teachers often provide a short time for students to seek the response (e.g., one second), which is inadequate to enable students to answer. Students' participation will enlarge if the teachers add the time to four or five seconds (Long et al. in Richard and Lockhart, 2007).

### **Pragmatic Functions**

The study of Pragmatics is well known in linguistics since many linguists argue that we are not able to understand the language unless we understand pragmatics – how language is used for communication. Pragmatics is the study of language users' ability to join sentences with the context in which they would be appropriate (Levinson, 1983, p. 24). Another definition is derived by Yule (2010), who defines pragmatics as the study of "invisible" meaning, or how we recognize what is meant even when it is not actually said or written. On this occasion, when speakers (or writers) are trying to communicate, they should have the ability to share assumptions and expectations. We may conclude that pragmatics is the study of how the hearer recognizes a meaning from the speaker, even if it is not directly given or said.

Pragmatics deals with the analysis of the meaning of the words which are not straightly delivered by the producer. The receiver must be able to understand the context in which the meanings occur with some pre-existing knowledge and reasonable interpretation to avoid misconception and misunderstanding between the speaker and the receiver.

A sentence with an interrogative structure is usually used to pose a question. Question is basically formulated to elicit information, but in a case of speech acts, interrogative or question may have different meaning and function. It can be

pragmatically used to obtain different meaning or function to make an offer, making a suggestion, or expressing a strong feeling (Leech & Svartvik, 2003).

## **RESEARCH METHOD**

A qualitative research design was employed to investigate the questions used by the teacher and the response by students. Qualitative research was research that did not need any calculation or enumeration. Qualitative data were usually in the form of words that had been used in many fields, such as social science, anthropology, history, and political science (Miles & Huberman, 1994).

The observation was carried out at one of the senior high schools in Surakarta. One English class included one teacher and 34 students were involved in this research. The observations were done in three meetings, where each of which lasted around 70-90 minutes. The researcher was not involved in the activities of the participant. It is usually called a non-participant observer.

The researcher collected the data through observation, video-taping, and interview. The field-notes, both descriptive and reflective field-notes, were written based on the observations. All the video recordings of classroom interaction and interview with the teacher were transcribed and typed. The transcriptions of classroom interaction were used as the main data to solve the problems. It focused on the use of teacher's questions in the classroom and covered all questions, whether in English, Indonesian, or Javanese.

There were 268 questions posed by the teacher during the lessons. Those questions covered all teacher's questions in three observations, each of which had 101 questions (observation I), 53 questions (observation II), and 114 questions (observation III). The collected data were reduced and transformed through selection and subsuming. The researcher selected the questions proposed by the teacher from the full transcriptions to analyze their types and pragmatic functions. The interaction also could be used to identify what questioning skills applied by the teacher in proposing the questions. All questions were then displayed on the tables of classification and its core points.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Types of Teacher's Question**

Based on the observation data, the teacher posed questions which were varied and had different purposes. The questions being posed had short responses and even higher-level responses. The teacher took most of the classroom interaction and dominated the talk. Therefore, she had an initiative to raise as many questions as possible to engage more students to participate in the classroom interaction. The findings indicated that there were 268 questions posed by the teacher during the lessons or three observations; each of which had 101 questions (observation I), 53 questions (observation II), and 114 questions (observation III). Those questions were classified according to Richard and Lockhart (2007) as displayed in table 1.

The procedural question was a warming up question before having a main lesson. The teacher shall ask about the condition or the moment at that time. After the teacher opened the lesson, it was obviously impossible to go straight forward to what they were going to do at the lesson. The teacher did an apperception section to prepare the students

to keep the focus on the lesson later. The procedural questions which were posed at the beginning of the lesson before it came to the main lesson are "Good morning. How are you today?" (A-01), "Okay, so why do you wear Batik today?" (A-02), "Today you will go home earlier, right?" (B-02).

*Table 1. Types of Questions in Number*

| <b>Types of Questions</b> | <b>n</b>   | <b>%</b> |
|---------------------------|------------|----------|
| Procedural                | 90         | 33.6     |
| Convergent                | 150        | 56.0     |
| Divergent                 | 28         | 10.4     |
|                           | <b>268</b> |          |

Besides, procedural questions were not only asked in the apperception section but could be asked in the middle of the lesson to make the teaching and learning run smoothly or create a classroom atmosphere properly. The teacher also posed a procedural question in managing the classroom condition. On this occasion, the teacher's intention was controlling students' condition to keep their focus on the lesson and teacher's talk as well as giving direction and command.

Convergent questions were usually posed to check students' background knowledge of the previous material and knowledge they had learned. The teacher had already expected and knew the answer; she posed questions to check students' understanding of the short story they had listened and read. All the questions existed in the short story. If students understood the whole story, they might know the answer and respond to questions directly such as in question A-15 "So one day, one day what happens to Tom?".

Convergent questions also played a role after the teacher explained some theories. In delivering material, the teacher was not only transferring a piece of knowledge but also ensuring the knowledge was well-received and well-understood by students. Therefore, the teacher shall check students' understanding periodically.

Meanwhile, unlike the convergent questions, divergent questions required a higher-level thinking response. The teacher might not have the expected answer to this kind of question because students were expected to give an expanding answer based on their own opinion or information, which made every student might have a different answer such in question "...and what is the message of the story?" (C-93). It was obviously different from convergent questions, which only recalled previously presented material. On the occasion in teacher AFS's class where the short story became a topic, divergent questions could be posed to develop students' ideas.

Since questions become a part of teacher talk in classroom interaction, they are frequently posed by the teacher together with other talks. They have many types depending on their purposes; procedural, convergent, and divergent questions. Moreover, questions have their own powerfully important role in classroom interaction

dealing with classroom routines, classroom management, as well as students' comprehension of the lesson and students' engagement in the content of the lesson.

### Pragmatic Functions of Teacher's Question

According to Leech & Svartvik, questions can be pragmatically used to obtain a different function to make an offer, making a suggestion, or expressing a strong feeling, and many others. Questions which have a different function also occur in the classroom context. The researcher found at least nine functions of questions or interrogative sentences which were uttered by the teacher as displayed in table 2.

Although there were many questions which have different functions as stated in the explanation before, the function that frequently appears is to elicit information as the main question function should be. More than 70 per cent of questions are functioned to derive information, either known- information or new information. Another function of the question was to produce a confirmation whether it was right or not.

Table 2. Pragmatic Functions of Questions in Number

| Pragmatic Functions | n          | %    |
|---------------------|------------|------|
| Elicit Information  | 197        | 73.5 |
| Assertion           | 3          | 1.1  |
| Vocatives           | 7          | 2.6  |
| Suggestion          | 2          | 0.7  |
| Request             | 12         | 4.5  |
| Offering            | 6          | 2.2  |
| Permission          | 1          | 0.4  |
| Command             | 11         | 4.1  |
| Confirmation        | 29         | 10.8 |
|                     | <b>268</b> |      |

The question being uttered in getting students' attention should have a vocative function and is usually uttered together with mentioning someone's name or group of people. The questions uttered by the teacher were stated in question A-89 ("Sudah mba") and C-12 (*Temennya dimana mas?*) which mention "mba" to address a girl and "mas" to address a boy in bahasa Indonesia. Meanwhile, the question B-04 (*Yang ngga masuk siapa IPA 9?*) and B-06 (*IPS 1 siapa yang ngga masuk?*) were uttered to get attention from a group of people, IPA 9 class and IPS 1 class.

The teacher asked whether students can say or do those things. Instead of using directive sentences, the teacher used interrogatives to make a request. Question A-76 (*Can you mention some of them?*) had request function that was asking students whether or not could mention other characters in the short story, while question C-21 (*Can you help me to fix the sound?*) was asking students whether or not could help the teacher to fix the sound. Question C-21 required a non-verbal response or action, thus one of the students understood what that question should be answered, he immediately came forward and gave a hand.



By proposing questions, the teacher might tend to give an order which must be done or said by students without directly saying an imperative sentence. According to the teacher, using questions which contained imperative functions would sound more polite and keep trust between the teacher and the students. Keeping the teacher's good attitude by saying polite sentences was one of the keys to maintaining a good relationship with students. Based on the observation, the question which had command function was not purely formed like an interrogative sentence. Mostly, the teacher used a declarative structure which usually functioned to make a statement. Declarative structure could be used as a question if there is a rising intonation at the end of the sentence or phrase as seen in question B-37 ("*...It just the way you will not make to common moral value, jadi nanti moral valuenya tidak terlalu umum, lebih spesifik ke characters' action, oke coba ya?*"). The teacher gave a command using declarative structure with rising intonation.

Furthermore, the teacher posed questions for confirmation, both while in the main lesson or procedural classroom activity. The sentence structure of questions producing confirmation found in observation data was usually using a question tag. All question tags the teacher used were using a word 'right' in English (B-42 - *If you notice, this is the beginning of the complication, right?*) or 'kan' and 'ya' (A-68 - *Berarti ada yang di luar cerita ya?* and A-83 - *Kadang-kadang buktinya itu (personality) tertulis dan engga kan?*) in Bahasa Indonesia at the end of the sentence and were pronounced with rising intonation. Additionally, a phrase or even a word could be used to confirm something, again it should have rising intonation.

Questions functioned as suggestions also appeared in teacher AFS's class, but less frequent than other functions. These questions were used to mention an idea, possible action or plan for other people to consider. "*How about the pronoun?*" (A-96), this question contained a suggestion from the teacher. Students had already mentioned that the characteristic of the third person point of view was using the name's person. It is therefore the teacher who gave another choice or idea about using a pronoun to identify that the story was using the third person point of view.

The other function that slightly appeared in the classroom was offering. The teacher asked the question if she would like the students to have something or to do something. Some questions were usually containing an alternative choice as mentioned in question A-72 ("*You are going to work in... in group aja ya? Group atau individual?*") and A-79 ("*You will be berempat atau berlima?*").

The researcher also found one more function and only occurred once in all three observations. That was permission which asking to do or make something politely. The teacher uttered this permission in question B-52 ("*I'm going to send you the file, nanti saya kirim filenya ya?*"). Before sending the file to Google Classroom, the teacher was first asking permission from students. This kind of action expresses politeness.

### Teacher's Questioning Skills

The first questioning skill that should be concerned is the range of questions types the teacher uses. In view of the types of questions from Richard and Lockhart (2007), the teacher has already uttered all types of questions; procedural, convergent, and divergent.

Procedural questions were uttered in the apperception section to get attention from students before having a lesson and uttered in the middle of the lesson to manage the classroom flow. Regarding the comprehension and understanding of the lesson, the teacher used convergent and divergent questions. Teacher's understanding of convergent questions was the questions which required short and exact responses from previously learned information and knowledge; briefly, they serve to recall information. While she argued that divergent questions are the questions which require extended response depending on each student's opinions and views so that they might answer differently to each other.

Students' participation was the second questioning skill. Students' participation in responding to the questions was slightly good since not all questions were answered. Factors that might influence the students to respond to the questions or not are students' understanding, students' willingness, or students' anxiety to speak their answer or ideas. Students' response was mostly specific of available or previous information, as the teacher uttered convergent questions. The teacher also posed questions while the students had a discussion in a group. Due to the fact that the conversation could not be recorded clearly, yet based on the observation, the students looked eager to answer the teacher's questions. By doing so, the students also could freely ask anything to the teacher without fear.

When one or more students were talking at a time, the voice cannot be recorded so that it would make confusion. The researcher found this matter in teacher AFS class, where students sometimes were talking their thoughts together. The teacher could still listen to the answer when the students were confused since they were answering the same answer. Once the students were answering the different answers to each other, the teacher asked them by a gesture to say one by one. Although this kind of response of students was confusing, the teacher did not take this matter seriously. This situation would bring ideas, enthusiasm, and positive energy to the classroom; thus, the atmosphere of the lesson would be alive.

When there was a pause of verbal interaction, silence might happen, and it was because of some reasons. If the teacher posed questions unclearly, the students would remain silent since they did not understand what the teacher said. Similarly, the feeling of embarrassment was another factor that influenced the students to remain silent after being given the questions.

The teacher was trying to use English as often as possible while doing teacher talk in order to facilitate English exposure to students. Sometimes, when the teacher posed English questions, the students could not answer it and even remained silent. The effort of changing questions from the target language to the native language was successfully understood and responded to by the students.

The last questioning skill was wait- time. The length of time the teacher gave was depending on the questions. If they only require a simple answer, the teacher did not give a time that much because the students answered the questions right away after being posed. The teacher gave students adequate time to think and find out the answer, particularly if the students seemed to get difficulties in answering the questions.

## **IMPLICATIONS**

In classroom interaction, teacher talk may influence students' talk but in the appropriate way. Teacher's question is one of the essential teacher talks that should be mastered by the teacher to create an interactive classroom. Based on the conclusion above, it implies that the teacher is interactive in teaching since the teacher frequently applied the teacher's questioning rather than commanding. The questions had varied types, which stimulated students to produce the target language and various functions, which needed awareness to avoid misunderstanding. Teacher's questioning could encourage classroom interaction and bring English exposure to the class; however, without students' participation, the communication and the English atmosphere might not happen. In addition to students' involvement, in this English lesson, the use of the native speaker still occurred mainly by the students. Whether or not questions may help to boost interaction is depending on the variation of questions and how the teacher raised them.

## **CONCLUSION AND SUGGESTION**

The types of teacher's questions uttered in the classroom interaction were procedural questions that have significant purposes such as for gaining students' attention and interest, for managing the classroom condition, for flowing the teaching and learning process. When it came to the main lesson, convergent questions were mostly uttered compared to divergent questions. Both types of questions have vital roles in the students' mastery and intelligence. Convergent questions have purposes of checking or testing students' comprehension of the lesson and students' engagement in the content of the lesson, meanwhile divergent questions have purposes of stimulating students to think critically and to get students to produce the target language with much longer sentences.

Moreover, questions are not frequently used to seek or elicit information, yet they have other different functions from pragmatic aspects. The speaker sometimes does not utter the actual meaning straightly; thus pragmatic analysis plays a role to seek what the speaker actually means to avoid misunderstanding between the speaker and the receiver, this thing would probably happen in the classroom context where the teacher and the students as the player of communication should be able to understand the genuine meaning behind the questions. Further, a word and a phrase are also uttered to form a question. Those kinds of questions can be used only if the speaker raises the intonation at the end of the word or syllable. Therefore, it can be seen that the syntactic forms do not always function as they are.

When applying the teacher's questions, some skills should be concerned. The teacher has already paid attention to the range of question types being uttered, as explained previously; procedural, convergent, and divergent questions. To stimulate students to speak English with a much longer sentence, the teacher should apply divergent questions frequently. The range of question types being spoken may help the teacher to bring on English exposure to the classroom. Students' participation also should be concerned in posing a question. Students have to get involved in the interaction as often as possible as they should focus on the lesson and produce the target

language appropriately. Furthermore, after posing a question, the teacher is usually giving adequate time for students to think the answer individually or collaboratively. The teacher should pose questions appropriately and concern about their types.

As a language classroom has one of the objectives to allow students to produce language, the teacher should bring English exposure to the classroom. One of the ways is by proposing questions that require students to think and speak in English. The teacher should utter more divergent questions as often as possible, than convergent questions because divergent questions need higher-level thinking and give stimulation to produce English in much longer sentences. The teacher should be aware of the pragmatic functions of questions being uttered because they have a vital role to avoid misunderstanding between the teacher and the students. The way the teacher raises the questions also should be performed to create an interactive classroom where the students can easily be involved in the interaction.

## REFERENCES

- 'Aqil, M. H. (2017). Analyzing Teacher's Questions in Reading Activity. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 82.
- Al-Najjar, D. S. (2015). Illocutionary Forces of Interrogatives in Arabic and English: An Analytical Survey. *American International Journal of Social Science*, 5(3).
- Brown, H. D. (2000). *Teaching by Principles*. Pearson ESL.
- Cancino, M. (2015). Assessing Learning Opportunities in EFL Classroom Interaction: What Can Conversation Analysis Tell Us? *RELC Journal*, 1- 15. doi:10.1177/0033688214568109
- Castillo, R. E. (2009). The Role of Pragmatics in Second Language Teaching. *MA TESOL Collection*. Retrieved from [https://digitalcollections.sit.edu/ipp\\_collection/479](https://digitalcollections.sit.edu/ipp_collection/479)
- Celle, A. (2018). Questions as Indirect Speech Acts in Surprise Contexts . *HAL*.
- Chaudron, C. (1988). *Second Language Classrooms - Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Chen, W. (2015). Pragmatic Functions of Questioning in TV Interview Program.
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research - Third Edition*. New Jersey: Pearson Prentice Hall.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

- Fareh, S., & Moussa, M. (2008). Pragmatic Functions of Interrogative Sentences in English: A Corpus-based Study. *International Journal of Arabic- English Studies (IJAES)*, 9.
- Jiang, Y. (2014). Exploring Teacher Questioning as a Formative Assessment Strategy. *RELC Journal*. doi:10.1177/0033688214546962
- Leech, G., & Svartvik, J. (2003). *A Communicative Grammar of English*. Pearson ESL.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Ma, X.-y. (2006). *Teacher Talk and ESL in University Classroom*. Chongqing Normal University and Yangtze Normal University.
- Matra, S. D. (2014). Teacher Questioning in Classroom Interaction. *A Journal of Culture, English Language Teaching and Literature (CELT)*, 82-111.
- Miles, M. B., Huberman, A. M. (1994). *Qualitative Data Analysis: A Methods Sourcebook - Third Edition*. Thousand Oaks: SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook - Third Edition*. Thousand Oaks: SAGE Publications.
- Nunan, D. (1989). *Understanding Language Classroom*. Prentice Hall International English Language Teaching.
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for teachers*. Prentice Hall.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1972). *A Grammar of Contemporary English*. Harlow: Longman Group Ltd.
- Richards, J., & Lockhart, C. (2007). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Thomas, M. A. (1987). *Classroom Interaction*. Oxford: Oxford University Press.
- Tsui, A. B. (1994). *English Conversation*. Oxford: Oxford University Press.
- Tsui, A. B. (1995). *Introducing Classroom Interaction*. London: Penguin Group.
- Wilén, W. W. (1987). *Why Questions? Questions, Questioning Techniques, and Effective Teaching*. NEA Professional Library.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Yule, G. (2010). *The Study of Language: Fourth Edition*. Cambridge: Cambridge University Press.

Yuliawati, Mahmud, M., & Muliati, A. (2016). Teacher's questioning and students' critical thinking in EFL classroom interaction. *ELT Worldwide*, 3(2).

Ziyaeemehr, A. (2016). Use of Questioning Techniques and the Cognitive Thinking Processes Involved in Student-Lecturer Interactions. *International Journal of Humanities and Cultural Studies*, 3(1).