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# ACROSS BORDERS

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AN OVERVIEW OF ISSUES IN  
MANAGEMENT & BUSINESS / SCIENCE & TECHNOLOGY  
/ SOCIAL SCIENCE & HUMANITIES  
2009-2011

## PROJECT TEAM

Dr. Roaimah Hj. Omar  
Dr. David Loh Er Fu  
Nor Raihan Abu Bakar  
Siti Zuraina Gafar@Abd Ghaffar  
Muhamad Hanapi Khamis  
Siti Nurshahidah Sah Allam

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**Division of Research, Industrial Linkages & Alumni  
Universiti Teknologi MARA  
Cawangan Melaka**

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# PREFACE

Across Borders is designed for use in knowledge development in various disciplines. It is written to accommodate the interest of academicians and industry. The compilation of research abstracts from different fields provides valuable information to assist the expansion of knowledge and development. It also serves as a reference for Universiti Teknologi MARA (UiTM) Melaka Campus and the Division of Research, Industrial Linkages & Alumni.

The compilation of proceeding abstracts includes 83 research abstracts that are divided into 3 sections according to their respective disciplines; Management and Business, Science and Technology, and Social Science and Humanities.

It is hoped that this book would inspire its readers to undertake further research in the specific fields or disciplines.

# **ACKNOWLEDGEMENT**

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We would like to sincerely thank all our friends, colleagues, and acquaintances for their roles, direct and indirect contributions and invaluable support in the compilation of the 83 proceeding abstracts.

## THE EFFECTS OF TEACHERS' QUESTIONING BEHAVIOUR ON ESL CLASSROOM INTERACTION

Kamisah Ariffin  
Miszana Susanti Husin

### ABSTRACT

One of the important elements in classroom interaction is teacher's questions. These questions may serve many pragmatic functions such as eliciting student response, enacting social relationship, reprimanding or reiterating. This paper, however, is more interested in examining the effects of teacher's questioning behaviour on interaction pattern in ESL classroom. The study seeks to find out 1) the types of questions used by teachers in the classroom, and 2) the amount of classroom interaction created based on the types of questions asked. The analysis of the data shows that teachers preferred to use more display questions rather than referential questions in their classroom instructions. This is because the former was able to promote more active participation from the students compared to the latter. The findings, thus, imply that teachers need to exploit their questioning behaviour to promote interaction in the classroom.

### KEYWORDS

Teacher's questions, display questions, referential questions