

# **The Impact of Different Types of Teacher Questions on the Speaking Ability of Iranian Intermediate EFL Learners**

setareh rezvan emamzadeh hashemi\*,

**The present study aimed to explore the effects of three different modalities of teacher questions, namely display, referential, and open-ended, on the L2 oral ability of Iranian intermediate EFL learners. To this end, 30 male and female participants who ranged in age 13 to 15 years old and who were studying EFL at Sajad Language institute, Khomam, Iran were randomly selected a population of 60 intermediate level EFL learners. The participants were then randomly assigned to three experimental groups. Each group consisted of 10 participants. After, groups using a digital randomizer called SuperCool Random Number Generator a copy of the standardized test of its OST(Oxford Solutions Test) including 70 items with grammar and vocabulary items and 10 reading items and 10 writing items was administered to participants of experimental groups. Having taken the pretest, the first experimental group received treatment on their L2 oral ability through attempting to answer display questions posed by the researcher, while the second and their groups received treatment on their oral ability by trying to answer referential and open-ended questions. Finally, a posttest was administered to three groups. The result of the study revealed that the second experimental group who received open-ended questions outperformed other groups, suggesting that the participants had ample opportunities for engaging in longer-term discussions with the teacher and hence stood a much better chance of receiving different forms of scaffold by the researcher. The implication, then, was that open-ended questions can promisingly improve the participants' speaking ability.**

**Keywords : Spoken skills, referral questions, open questions**

[Islamic Azad University, Rasht Branch - Thesis Database](#)

