

## LECTURERS' QUESTIONING STRATEGIES IN EFL CLASSROOM INTERACTION AT AN INDONESIAN UNIVERSITY

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### ABSTRACT

This study examined the questioning strategies used by three lecturers in an English Education Department at a university in eastern Indonesia, focusing on both the types of questions they employed and the reasoning underlying their use. A qualitative descriptive case study design was employed, combining non-participant classroom observation with semi-structured interviews. Each lecturer was observed during one complete teaching session of approximately 90 minutes; classroom interactions were audio-recorded, transcribed, and analyzed by categorizing question types and questioning-control techniques, while interview data were analyzed thematically to identify the lecturers' underlying rationales. The findings suggest that the lecturers applied both question-planning strategies (open-ended, follow-up, probing, and evidence-eliciting questions) and question-controlling strategies (individual nomination, whole-class address, wait time, and repetition or reformulation of questions). The selection of strategies was shaped more by the flow of ongoing classroom interaction than by predetermined lesson plans. Despite variation in the range of strategies used, all three lecturers shared the goals of sustaining engagement, activating prior knowledge, and encouraging deeper thinking, with one lecturer placing particular emphasis on analytical rather than recall-based responses. The findings position questioning as a flexible, interactionally responsive pedagogical practice rather than a fixed technique, and provide English departments with concrete, evidence-based entry points for lecturer training aimed at expanding question-controlling repertoires. Future research should extend observation across multiple sessions and a more institutionally diverse sample to examine whether the deliberate broadening of question-controlling strategies produces measurable gains in student participation and language output over time.

**Keywords:** *Classroom discourse, Classroom interaction; EFL lecturers; Higher education; Questioning strategies*

## INTRODUCTION

English instructors across Indonesia's universities wrestle with a predictable pattern during lessons: talk tends to flow in one direction, dominated by the teacher, while students remain largely silent or offer minimal replies. Discussions frequently stall at basic initiation–response exchanges rather than developing into extended dialogue (Rahayu & Suharti, 2023; Sulaiman, 2021). Under these conditions, what a lecturer asks, and how, quietly steers the direction of classroom talk. This situation highlights the importance of classroom interaction, as meaningful interaction between teachers and students as well as among students enables the exchange of knowledge, opinions, and experiences during the learning process (Agustina & Herlina, 2025). In EFL contexts specifically, questions do more than check knowledge: they supply comprehensible language input, foreground meanings under negotiation, and shape how much learners are linguistically required to produce in response (Uştuk & Hu, 2025; Sert, 2025).

This concern is directly relevant to English lecturers, department coordinators, and teacher-training researchers, who share a practical need to understand how questioning can be used deliberately to convert one-directional talk into genuine classroom interaction. Well-designed questions allow instructors to revisit earlier material, gauge comprehension, involve less vocal students, and elicit elaborated rather than one-word answers (Shanmugavelu et al., 2020; Kholisoh & Bharati, 2021). Yet, even carefully worded questions can fall flat if treated merely as checks for a "correct" answer; what most determines interactional depth is not word choice alone but how instructors manage timing, addressee, wait time, repetition, and reformulation once a question meets silence. Recent classroom-discourse research reinforces this point: questioning, more than any single feature of teacher talk, determines whether an exchange approaches genuinely dialogic interaction or remains closer to routine recitation (Soysal & Soysal, 2022; Quyen et al., 2023), and automated and reflective tools for analyzing question sequences are increasingly used in teacher education precisely because these interactional choices are difficult to notice without close observation (Sert, 2025).

Research on teacher questioning in Indonesia has so far concentrated mainly on secondary-level EFL classrooms. This body of work consistently shows that most questions function to check what learners already know rather than to explore new ideas, with recall and yes/no questions occurring far more frequently than open or thought-provoking types (Ismalinda et al., 2023; Nuryanti et al., 2024). Even without explicit reference to a theoretical framework, teachers' moment-to-moment choices about which questions to ask, and in what sequence, have been shown to shape how lively or reflective classroom discussion becomes (Putri et al., 2024). At the tertiary level, however, research remains comparatively limited. The available evidence suggests that lecturers in Indonesian university English classrooms draw on a narrower repertoire of question types than is theoretically available to them, even though questioning is widely recognized as central to sustaining lecture-based

interaction (Rido et al., 2020). This gap is pedagogically significant because English-major students must not only grasp instructional content but also produce spoken language in real time; many hesitate to speak because of low confidence, fear of error, or limited opportunities for meaningful interaction. Lecturer questioning is therefore one of the few instructional tools that can simultaneously generate language output, assess comprehension, and sustain student motivation, provided instructors also manage the interactional climate in which students are asked to respond. Previous research has demonstrated that teachers maintain interactive classroom interaction by managing lesson plans and implementing appropriate instructional interactions according to classroom needs (Agustina & Herlina, 2025). However, the study focused on general instructional strategies for maintaining classroom interaction rather than on the specific questioning strategies employed by lecturers in higher education EFL classrooms.

Two shortcomings in the existing literature motivate the present study and define its knowledge gap. First, prior studies have tended to catalogue types of questions in isolation, rarely examining how instructors distribute speaking turns alongside their questioning choices, even though these two dimensions jointly shape classroom engagement (Sulaiman, 2021; Woreta Haile et al., 2024). Second, studies that combine classroom observation with lecturers' own accounts of why they ask particular questions remain scarce in Indonesian higher education, leaving the pedagogical reasoning behind questioning practice underdocumented relative to the practice itself (Rahayu & Suharti, 2023; Quyen et al., 2023). Questioning in EFL classroom interaction at the tertiary level therefore remains underexplored precisely at the intersection where it matters most: where question type and turn-management strategy meet, and where observed behavior and lecturers' stated reasoning can be checked against one another. Addressing this gap requires a design capable of capturing both dimensions simultaneously, which the present study provides through triangulated observation and interview data.

In the present study, three lecturers teaching parallel English classes within a single English Education Department were selected as the focus of investigation. This department was chosen because lecturers there relied heavily on questioning as their primary means of generating classroom interaction, while student participation was reported to be comparatively low a combination that makes lecturer questioning an especially consequential, and observable, interactional resource in this setting. Examining several lecturers who deliver comparable courses within the same institutional framework, rather than a single lecturer makes it possible to identify not only individual questioning techniques but also the extent to which those techniques vary despite shared curricular expectations. Such variation becomes visible only when comparison is built into the research design; a single-case design would obscure it. Therefore, this study therefore set out to disclose the questioning strategies used by English lecturers during classroom interaction, and their reasons to use those strategies.

The significance of this study is twofold. Theoretically, it extends Xuerong's (2012) two-dimensional questioning framework, which distinguishes question-

planning from question-controlling strategies, to an Indonesian tertiary EFL context that has so far received limited empirical attention. Pedagogically, by triangulating observed classroom practice with lecturers' self-reported reasoning, the study offers English departments concrete, evidence-based entry points for lecturer training aimed at expanding the interactional repertoire already present, but unevenly distributed, among lecturers teaching within the same programme.

## **LITERATUR REVIEW**

Interrogation is crucial for enhancing classroom engagement, assessing students' comprehension, and fostering active involvement in EFL education. The use of effective questioning allows instructors to evaluate students' existing knowledge, encourage critical thinking, and foster meaningful interactions during classroom teaching (Shanmugavelu et al., 2020; Uştuk & Hu, 2025).

Teacher questioning is typically categorized into two dimensions: strategies for planning questions and strategies for controlling questions. Question-planning techniques involve the formulation of inquiries, encompassing open-ended, follow-up, probing, prompting, and evidence-gathering questions. Conversely, strategies for controlling questions focus on how instructors regulate classroom engagement using methods like individual selection, class-wide inquiries, wait periods, reiteration, and question rephrasing (Xuerong, 2012).

Earlier research has repeatedly shown that questioning techniques impact the quality of interactions in the classroom. A study by Rido et al. (2020) discovered that university instructors mainly utilized restricted questioning techniques in English literature courses. Rahayu and Suharti (2023) similarly found that EFL teachers often depended on recall and display questions to assess students' comprehension instead of promoting in-depth discussion. Ismalinda et al. (2023) and Nuryanti et al. (2024) also reported similar findings, noting that confirmatory questions were predominant in Indonesian EFL classrooms, whereas open-ended and referential questions were utilized less often. Moreover, Putri et al. (2024) highlighted that the questioning choices made by teachers significantly affect students' engagement during classroom interactions.

While earlier research has recognized different questioning strategies, the majority have concentrated mainly on classifying question types without exploring how instructors concurrently handle classroom interaction using question-controlling techniques. Moreover, research combining classroom observation with instructors' insights into their questioning choices is still rare, especially within Indonesian higher education. Consequently, this research examines these deficiencies by exploring the questioning techniques used by English instructors and the educational rationale behind their application in classroom interactions.

## **METHOD**

This study employed a descriptive qualitative case study design (Creswell, 2012) to capture, in a naturalistic way, how English lecturers used questioning strategies during classroom interaction and the reasoning behind their choices. A case study was appropriate because lecturers' in-the-moment questioning

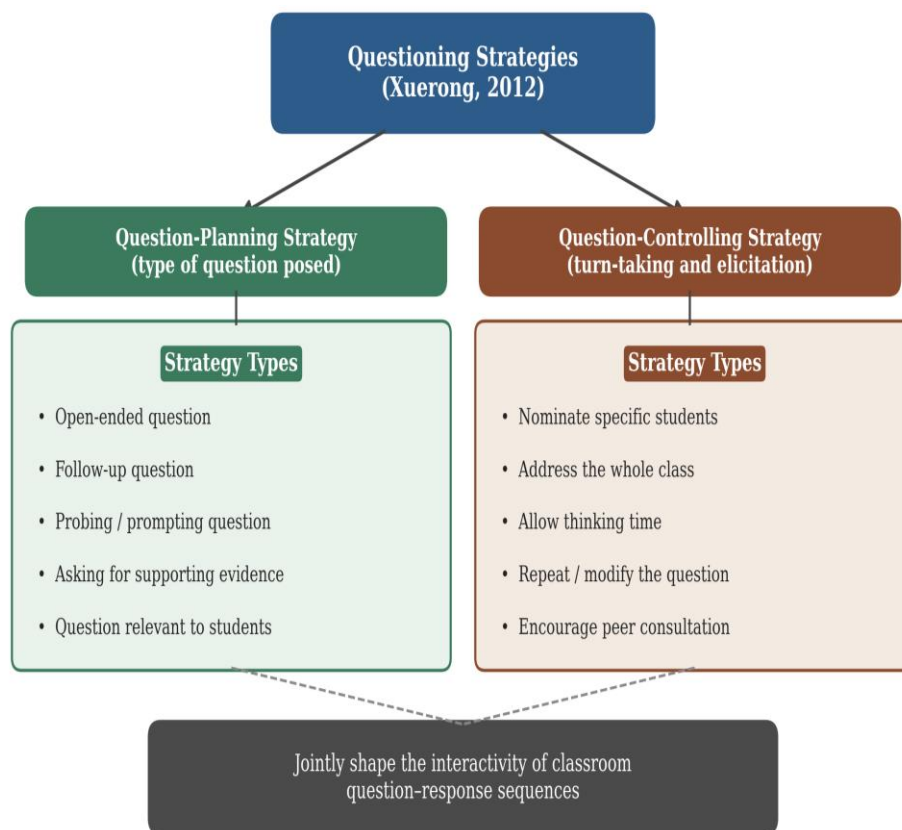
behavior, together with its underlying rationale, is better captured through close observation combined with participants' own accounts than through standardized measurement.

The study was conducted in the English Education Department of a university in eastern Indonesia. Three lecturers participated, each teaching an intact class at a different year level within the same department under a shared curriculum. Treating the three classes as bounded cases allowed the study to examine both shared patterns and individual variation in questioning practice among lecturers teaching comparable content to comparable learner populations. This purposive case selection aimed to deepen the qualitative comparison rather than to achieve statistical generalization.

Two instruments were used. First, one non-participant classroom observation per lecturer (approximately 90 minutes each) was audio-recorded with consent, capturing a full teaching session from opening to closing without researcher intervention, so that questioning practices reflected genuine teaching rather than reactivity to the researcher's presence. Second, a semi-structured interview (20–30 minutes) was conducted with each lecturer immediately after their observed session to elicit their reasons for using particular questioning strategies, covering their motivations, the factors influencing their choices, and how these choices varied across classroom circumstances.

Data analysis proceeded in two stages. Classroom recordings were transcribed in full (lecturer turns coded L, student turns coded S) and reduced to episodes containing questioning sequences; interview recordings were transcribed and coded (interviewer I, lecturer L). Following Miles et al.'s (2014) procedure of data reduction, coding, categorization, and interpretation, lecturer questions were classified using Xuerong's (2012) two-dimensional framework (Figure 1): question-planning strategies (e.g., open-ended, follow-up, probing, prompting, evidence-eliciting questions) and question-controlling strategies (e.g., individual nomination, whole-class address, wait time, repetition/reformulation). Interview data were analyzed thematically to identify recurring rationales, which were then compared across the three cases. The analysis prioritized how strategies functioned within authentic interaction over how frequently they occurred, with particular attention to the link between lecturers' questioning moves and students' spontaneous responses.

To strengthen trustworthiness, findings were triangulated across observation transcripts and interview accounts (Creswell, 2014); a single coding scheme was applied consistently across cases, with the original recordings revisited whenever a coding decision was ambiguous. Lecturers' informed consent was obtained prior to data collection, and their identities were anonymized throughout reporting.



**Picture 1.** Conceptual Framework of Questioning Strategies  
Source: Xuerong (2012)

To strengthen the trustworthiness of the findings, data triangulation was applied across the observation transcripts and the interview accounts, allowing the coded classroom strategies to be cross-checked against lecturers' own explanations of their practice (Creswell, 2014). Coding consistency was maintained by applying a single coding scheme across all three cases and by returning to the original audio recordings whenever a coding decision was ambiguous. Ethical procedures included obtaining lecturers' informed consent prior to observation and interview and anonymising lecturer identity throughout reporting and analysis.

## FINDING

Across all three classes, teachers started lessons by asking prompts meant to trigger memory or usage of earlier topics prior to moving forward. Rather than jumping straight into fresh ideas, Lecturer A kicked off a class about conditionals by questioning what past homework included open-ended, tied closely to last time's work, aimed at uncovering existing understanding. Such moments fit with Eble's (1988) note: beginning a lecture with queries helps root upcoming points in familiar ground, smoothing entry into unfamiliar areas. What came first wasn't explanation it was reflection.

Looking more closely at the transcripts revealed the first step usually involved multiple parts. Not just one question Lecturer B started with recall, then pushed further by inviting students to rephrase an earlier idea without copying exact wording. In contrast, Lecturer C repeated that pattern during vocabulary review, prompting learners to dig up definitions prior to moving ahead. What stood out across all three sessions included linking new talk to past material, pressing for deeper answers through added queries, and seeking concrete support or illustrations whenever possible. The observations further showed that follow-up questions were generally embedded within ongoing classroom exchanges rather than posed as stand-alone questions. These questions were used to extend students' initial responses by encouraging them to clarify their ideas, provide justification, or illustrate their answers with examples. When responses were limited or incomplete, the lecturers tended to ask additional questions that prompted students to elaborate instead of directly providing the expected answer. This approach was particularly evident in the classrooms of Lecturers A and C, where sequences of follow-up questions progressively supported students' understanding of the topic. Lecturers also frequently integrated several question-planning strategies within the same interaction rather than relying on a single type of question. A recall question was commonly used to initiate discussion before being extended through probing or evidence-seeking questions that prompted students to clarify and justify their responses. This sequence enabled lecturers to assess students' prior knowledge while simultaneously encouraging deeper explanation and reflection. Consequently, questioning functioned not only as a tool for reviewing previous material and monitoring comprehension but also as a means of fostering richer classroom interaction.

Beyond the type of question asked, all three lecturers actively managed how questions were distributed and how responses were elicited. The most common control strategy observed was addressing a question to the entire class while encouraging broad participation, frequently followed by repeating or rephrasing the question when only a few students responded. Lecturer C, for example, reformulated a single comprehension question on more than one occasion after receiving only partial responses, eventually narrowing it into smaller, more answerable parts. Lecturer A combined this whole-class strategy with the additional move of physically approaching students while asking a question, a technique that appeared, from the observation notes, to reduce hesitation among quieter students seated further from the front of the room. Lecturer B's classroom, by contrast, showed a more individualised pattern, in which the lecturer called on specific students by name and allowed visible thinking time before requiring a response, producing longer, more elaborated answers compared with the largely choral, whole-class responses typical of the other two classrooms. Taken together, these patterns suggest that question-controlling strategies functioned as a flexible set of tools that lecturers drew upon to balance breadth of participation, reaching as many students as possible, against depth of response, eliciting elaborated, individually accountable answers.

The three lecturers differed considerably in the overall breadth of strategies they employed, even though all three drew on the same two dimensions of

question-planning and question-controlling strategies. Table 1 summarises the number of distinct strategy types observed for each lecturer across the two dimensions.

**Table 1. Question-Planning and Question-Controlling Strategy Types Observed Across Lecturers**

| Lecturer | Question-Planning Strategy Types | Question-Controlling Strategy Types | Total Strategy Types Observed |
|----------|----------------------------------|-------------------------------------|-------------------------------|
| A        | 4                                | 4                                   | 8                             |
| B        | 3                                | 3                                   | 6                             |
| C        | 4                                | 5                                   | 9                             |

As table 1 shows, lecturer C employed the widest range of question-controlling strategies, including nominating specific students, selecting respondents at random, allowing thinking time, encouraging peer consultation before answering, and repeating or modifying questions when responses were absent. Lecturer A combined a comparably wide range of control strategies with a more focused set of planning strategies centred on follow-up and evidence-eliciting questions. Lecturer B, by contrast, used a narrower repertoire overall, relying mainly on whole-class questions accompanied by repetition and modification when responses did not materialise. Compared with the other lecturers, lecturer B employed a more focused questioning repertoire. Nevertheless, the observation suggested that the repeated use of whole-class questioning followed by question modification was sufficient to regain students' attention whenever participation declined. Rather than increasing the number of question types, this lecturer appeared to rely on strategic reformulation to maintain lesson continuity.

This variation suggests that questioning practice in this department was not governed by a single institutional script but was shaped by individual lecturers' interactional style. Despite operating in the same institutional environment, the lecturers exhibited varying preferences for interaction while facilitating classroom discussions. Lecturer C utilized a broader range of questioning methods to maintain engagement, whereas Lecturer B depended on a narrower but steady approach. Lecturer A integrated various strategies based on student feedback, suggesting that questioning techniques were shaped by both educational goals and the individual teaching style and classroom environment of each lecturer.

Interview data revealed that, despite differences in observed strategy range, the three lecturers converged on a closely related set of reasons for questioning their students. Some data regarding this matter can be seen in several excerpts from interviews between the researchers and the lecturers.



Excerpt 1 – Lecturer A

*"My main goal when I ask questions is to make sure all students really understand the material. Sometimes the concepts are a bit difficult, so I try to simplify the question or rephrase it in a way that is easier for them to grasp. If I see that they are struggling, I adjust my questions immediately so they can still participate and not feel left behind."*

Lecturer A explained that his primary aim was to ensure that all students understood the material, simplifying or rephrasing questions when the content appeared difficult so that students could engage with it more easily.

Excerpt 2 – Lecturer B

*"Before I start a new topic, I usually ask questions to check what the students already know. It helps me see their prior understanding. But I also want them to explain things in their own words, not just give short answers. While doing that, I pay attention to whether they are still focused or not, because questions can help keep them engaged in the lesson."*

Before starting fresh topics, Lecturer B turned to questions not only to see what learners already grasped but also to push them into explaining ideas themselves, watching closely if attention stayed locked on the subject.

Excerpt 3 – Lecturer C

*"For me, questioning is mainly about checking comprehension, but I also use it to encourage deeper thinking. I prefer to ask questions that require explanation, examples, or reasons, instead of simple yes-or-no answers. This way, students can discuss more with each other and become more involved in the learning process."*

What mattered most to Lecturer C was clarity on comprehension; beyond that, she shaped queries to spark deeper thought, asking for explanations, instances, and reasoning instead of brief replies. One key role these accounts share involves verifying student understanding. Another keeps engagement steady during lessons. A third promotes involvement when students talk together in class. None of the three lecturers reported consciously selecting strategies from a named framework; instead, their questioning choices appeared to emerge contingently from classroom conditions and from students' responses in the moment.

## DISCUSSION

This pattern is consistent with findings from Indonesian secondary EFL classrooms, where teachers were similarly found to favour questions that confirm rather than substantially extend learner knowledge, even when more open or referential question types were theoretically available to them (Ismalinda et al., 2023; Nuryanti et al., 2024). This confirms, at the tertiary level, the pattern identified in the Introduction whereby Indonesian EFL instruction leans toward confirmatory rather than exploratory questioning (Rahayu & Suharti, 2023; Sulaiman, 2021), while also showing that lecturers in this setting supplemented recall questions with probing and evidence-eliciting follow-ups more consistently than has been reported for secondary classrooms.

Similarly, the lecturers' use of question reformulation is consistent with Lynch's (1991) argument that teachers who simplify and reformulate questions tend to sustain student engagement more effectively than those who simply repeat a question unchanged. This finding directly addresses the first gap identified in the literature, namely the tendency of prior research to document question types without examining how turns are simultaneously managed (Sulaiman, 2021; Woreta Haile et al., 2024), by showing that question type and turn-management operated as interdependent, rather than separate, resources for sustaining participation.

A broadly similar pattern of variation despite a shared institutional and curricular framework has been reported among Indonesian vocational English teachers, where more experienced teachers drew on an interactive style involving frequent nomination and repetition, while colleagues with less classroom experience relied on a narrower set of closed, display-type questions (Rido, 2017; Rido et al., 2020). The present findings extend this observation to the university level, indicating that strategy range may be a more individually variable feature of lecturer questioning than the underlying planning-and-controlling structure itself. This individual variation, occurring despite a shared curriculum, is consistent with Putri et al.'s (2024) observation that teachers' moment-to-moment questioning choices rather than institutional guidelines most strongly shape how interactive a classroom becomes.

Interview findings also revealed a pattern consistent with Nunan and Lamb's (1996) characterisation of teacher questioning as serving simultaneously to check understanding, elicit information, and manage classroom control. The observation indicated that instructors seldom adhered to a fixed sequence of questions. Instead, they modified their questions according to students' responses throughout the lesson. Questions were made simpler, repeated, or accompanied by additional prompts when students showed uncertainty, whereas more elaborate questions were used when students demonstrated sufficient comprehension. This suggests that questioning functioned not merely as a teaching technique but also as a continuous formative activity that enabled lecturers to monitor students' understanding while sustaining meaningful classroom engagement.

These convergent rationales directly answer the second gap identified in the Introduction, namely the scarcity of studies pairing observed classroom behaviour with lecturers' own reasoning in Indonesian higher education (Rahayu & Suharti, 2023; Quyen et al., 2023). The triangulation of classroom observations and interview data showed that lecturers' stated intentions were closely aligned with their observed practice, while differences in questioning strategy were explained primarily by individual interactional style rather than differences in pedagogical intent.

Compared with previous studies on lecturer questioning in Indonesian higher education, the present findings highlight the added value of examining question-planning and question-controlling strategies together rather than in isolation. Earlier research in this context has tended to document question types without systematically analysing how those questions were managed interactionally (Rido et al., 2020), or has relied on interview data alone without

observational verification (Rahayu & Suharti, 2023). The results of the present study suggest that combining classroom observation with lecturer interviews can reveal not only what strategies are used but also where lecturers' stated intentions and their observed classroom behaviour align, and where they diverge. In this study, all three lecturers' stated goals of checking comprehension and sustaining attention were directly visible in their observed practice, while differences in strategy range were better explained by individual interactional style than by differences in stated intent, lending methodological support to combining these two sources of evidence when researching lecturer cognition around questioning (Putri et al., 2024).

These findings can also be interpreted through several theoretical perspectives on classroom interaction. From a sociocultural perspective, questioning functions as a form of contingent scaffolding, in which the level and phrasing of a question are adjusted in real time to a learner's evolving response rather than delivered as a fixed instructional script (Vygotsky, 1978). The repeated narrowing and reformulation of questions observed in Lecturer C's classroom, and the modification strategies used by all three lecturers when responses were weak or absent, are consistent with this account: support was withdrawn or intensified depending on how students responded, rather than applied uniformly regardless of outcome.

In addition, the distinction between question-planning and question-controlling strategies resonates with classroom discourse research showing that questioning, more than any single feature of teacher talk, shapes whether classroom interaction approaches a dialogic exchange or remains closer to routine recitation (Soysal & Soysal, 2022; Quyen et al., 2023). Where Lecturers A and C combined whole-class questioning with individual nomination, thinking time, and reformulation, their classrooms appeared, from the transcripts, to sustain longer interactional sequences than Lecturer B's classroom, in which whole-class questioning was the dominant, and at times the only, control strategy in use.

Finally, the lecturers' shared emphasis on checking comprehension and sustaining attention, together with Lecturer C's additional emphasis on stimulating critical thinking, illustrates a broader tension identified in recent EFL questioning research between questioning as a confirmatory device and questioning as a tool for knowledge-building dialogue (Woreta Haile et al., 2024; Kholisoh & Bharati, 2021). The findings of this study suggest that lecturers in this department already possess much of the interactional repertoire needed to move toward the latter. The variation observed across the three cases indicates that the more pressing challenge is one of consistency and breadth of application across lecturers rather than the absence of relevant strategies altogether. Another noteworthy finding is that lecturers teaching within the same department and curriculum nevertheless demonstrated substantial variation in their questioning practices. This suggests that questioning behaviour is influenced more by individual pedagogical preferences and classroom management styles than by institutional guidelines alone. Consequently, professional development activities focusing on questioning techniques may help lecturers broaden their interactional repertoire while maintaining flexibility to respond to classroom dynamics.

## CONCLUSION

This study examined the questioning strategies used by three English lecturers during classroom interaction at an Indonesian university and the reasons underlying their use. Based on the answer to the first research question what types of questioning strategies English lecturers use the findings show that all three lecturers drew on both question-planning strategies (particularly relevant, follow-up, and evidence-eliciting questions) and question-controlling strategies (particularly whole-class address, individual nomination, allowance of thinking time, and repetition or modification of questions), although the lecturers differed considerably in the overall range of strategies employed. This variation was observed only within the three cases examined here and should not be read as evidence of a general or measurable difference in effectiveness across lecturers; it describes a qualitative pattern of practice rather than a comparative or experimental finding.

In answer to the second research question why lecturers use these strategies interview data indicate that, regardless of variation in range, the three lecturers shared a closely related set of rationales: questioning was used chiefly to check and confirm students' understanding, sustain attention, encourage participation, and, for one lecturer, deliberately stimulate critical thinking. These rationales were consistent with, and closely aligned to, what was independently observed in the classroom, which strengthens confidence in the trustworthiness of the interpretation but does not constitute experimental confirmation of a causal relationship between specific strategies and learning outcomes.

From a pedagogical perspective, the findings suggest, as a tentative and context-bound observation rather than a generalizable claim, that pairing whole-class questions with individual nomination and deliberate thinking time was associated with longer, more elaborated responses in the classrooms observed; whether this pattern holds more broadly, or produces measurable gains in participation, would need to be established through future comparative or quasi-experimental research rather than assumed from this descriptive case study. For department coordinators and teacher trainers, the variation observed across the three cases suggests that professional development could usefully focus on question-controlling techniques, since this dimension appeared, in this limited sample, to distinguish more interactive classrooms from more transmission-oriented ones. English departments may also consider reflective observation or peer feedback focused on questioning practice as a low-cost means of helping lecturers broaden their interactional repertoire.

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