



Teacher's Questioning Strategies Used in English Classroom Interaction of Eleventh-Grade Students at SMKN 1 Jiwan

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ABSTRACT

This study aimed to investigate the types of questioning strategies used by an English teacher, how these strategies influenced classroom interaction, and the teacher's reasons for using them in an eleventh-grade TKJ (Teknik Komputer Jaringan) class at Vocational High School. A descriptive qualitative approach was employed, with data gathered through classroom observation and a semi-structured interview, then verified through triangulation. The findings, analyzed using Wangru's (2016) classification, revealed that the teacher applied four types of questioning strategies: Prompting, Probing, Repeating, and Redirecting, with Prompting appearing most frequently. These strategies were found to positively influence classroom interaction by increasing student participation, easing comprehension, and building confidence, particularly among students who tended to be passive. The teacher's use of these strategies was driven by the need to check students' understanding, avoid misunderstanding, encourage participation, build confidence, and manage classroom interaction. A notable finding was the teacher's frequent code-switching to Indonesian during the Repeating strategy, reflecting contextual adaptation to students' limited English proficiency in a vocational setting. These results suggest that questioning strategies function not merely as a means of eliciting answers, but as a pedagogical tool for building a more interactive, student-centered classroom in vocational English education.



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1. INTRODUCTION

In English Language Teaching (ELT), questioning strategies play a crucial role in facilitating classroom interaction and achieving instructional objectives. Teachers employ various types of questions to stimulate students' thinking, check understanding, and encourage active participation, and these strategies must be adjusted to students' educational levels and learning contexts, including Vocational High Schools, which emphasize practical skills and workplace-oriented competencies. Well-structured questions allow students to analyze ideas, reflect on concepts, and express their opinions. Chin (2007) specifically examined how certain questioning exchanges stimulated productive thinking in students, as reflected in the depth of their verbal responses, so that questioning strategies are not merely instructional techniques, but essential components in creating interactive and student-centered learning environments. Classroom interaction itself, according to Tsui (2001), refers to the interaction between the teacher and learners, and among the learners. Effective classroom interaction is crucial for both students and the teacher because it enables the exchange of thoughts and ideas and promotes reciprocal learning, although in practice classroom interaction in English teaching often remains teacher-centered.

This phenomenon was observed by the researcher during a teaching internship program at a Vocational High School. Based on preliminary classroom observations, most students in technical majors, such as Mechanical Engineering and Computer and Network Engineering, tended to be passive during English lessons and were easily

distracted, often engaging in side conversations with friends or gadgets whenever the teacher's questioning strategies failed to attract their attention. Students' focus generally did not last longer than 30 minutes unless the teacher applied more interactive approaches, such as calling students by name, distributing questions individually, or approaching students directly to prompt responses; consequently, classroom interaction was largely dominated by the teacher. Despite the importance of questioning strategies in fostering classroom interaction, research focusing on their application in Vocational High School English classrooms remains limited. Vocational High Schools have distinctive characteristics, including a strong practical orientation and a wide range of students' English proficiency levels, so that English learning is directed toward vocational purposes such as communication in hospitality, engineering, and business fields, which presents challenges for teachers in designing questioning strategies that are both inclusive and relevant to students' needs.

Previous studies have shown variation in the use of questioning strategies across educational contexts. Sujariati et al. (2016) found that English teachers in general Senior High Schools frequently used both open and closed questions in addition to display questions during English lessons, while Lestari and Puspitasari (2022) found that English teachers in Vocational High Schools more frequently employed prompting and repeating strategies. Although these studies provided valuable insights, they have not sufficiently explored the contextual factors that influence teachers' choice of questioning strategies or the challenges teachers face when implementing them in vocational English classrooms, indicating a research gap in understanding how questioning strategies are applied and adapted in the Vocational High School context. This study therefore contributes to the body of knowledge in English Language Teaching by providing empirical evidence on teachers' questioning strategies in Vocational High Schools, extending previous studies that predominantly examine general education settings.

Questioning strategies involve the teacher's role as a facilitator in delivering instructional material through purposeful questions. Pandey (2022) argues that questioning is an influential teaching strategy that makes the classroom interactive and engaging, while Walsh (2013) states that questioning strategies highlight the "jointness" of classroom interaction, in which teachers and learners work together to co-construct meaning so that classroom discourse progresses smoothly. Yang (2006) further notes that teachers' questions can be considered the most powerful device to lead, extend, and control communication in the classroom, referring to a set of techniques used when asking questions, such as providing wait-time, prompting, probing, and redirecting students' responses. This study adopts Wangru's (2016) classification of questioning strategies, which groups teachers' questioning behavior into four types: Prompting, in which the teacher provides hints, clues, or guidance to help students produce the expected answer; Probing, in which the teacher asks a sequence of follow-up questions to encourage students to give more complete and detailed responses; Repeating, in which the teacher restates the same question two or three times to give students more time and opportunity to respond; and Redirecting, in which the teacher poses the same question to several students to explore different ideas and perspectives. These four strategies form the analytical framework used in this study to categorize and interpret the teacher's questioning strategies during classroom interaction, and provide the theoretical foundation for analyzing how the teacher asked questions and interacted with students during the English learning process at a Vocational High School.

Based on the background above, this study focuses on the topic "Teacher's Questioning Strategies Used in English Classroom Interaction of Eleventh-Grade Students at SMK Negeri 1 Jiwan," and is directed to answer three research questions: (1) what types of questioning strategies are used by the English teacher in teaching eleventh-grade students at SMKN 1 Jiwan; (2) how do the teacher's questioning strategies influence classroom interaction in English lessons for eleventh-grade students at SMKN 1 Jiwan; and (3) what are the teacher's reasons for using particular questioning strategies in English classroom interaction. Accordingly, this study aims to identify the types of questioning strategies used by the English teacher, to analyze how these strategies influence classroom interaction, and to explain the reasons underlying the teacher's use of specific questioning strategies in the eleventh-grade TKJ (*Teknik Komputer Jaringan*) class at SMKN 1 Jiwan.

2. RESEARCH METHOD

This study used a descriptive qualitative design, following Creswell's (2009) view of qualitative research as an approach for exploring and understanding a central phenomenon in depth. This study aims to explore the English teacher's questioning strategies during classroom interaction. In line with Sugiyono (2008), the researcher served as the key instrument, and the data collected were words, behaviors, and descriptions rather than numerical data.

This study adopted Wangru's (2016) classification of questioning strategies as the analytical framework used to categorize and interpret the teacher's questioning behavior during classroom interaction. There were four types, which were explained as follows.

Type 1: Prompting

Prompting is a questioning strategy in which the teacher provides hints, clues, or guidance to help students arrive at the expected answer when they experience difficulty responding. This strategy is applied by simplifying the question, giving keywords, or narrowing down possible answers, allowing students to think independently rather than receiving the answer directly.

Type 2: Probing

Probing is a questioning strategy in which the teacher poses a sequence of follow-up questions to encourage students to extend an incomplete or short answer into a more complete and detailed response. This strategy is used when a student's initial answer requires further elaboration or clarification.

Type 3: Repeating

Repeating is a questioning strategy in which the teacher restates the same question, sometimes in another language, to give students additional time and opportunity to process and respond. This strategy is applied when students remain silent, appear confused, or fail to respond to the initial form of the question.

Type 4: Redirecting

Redirecting is a questioning strategy in which the teacher poses the same question to several students in order to explore different ideas and broaden classroom participation. This strategy is applied by directing a question to more than one student.

These four categories guided the design of the observation sheet and interview guidelines, and served as the basis for coding and interpreting the classroom data. The research was conducted in the eleventh-grade TKJ 2 class at SMK Negeri 1 Jiwan, Madiun Regency, East Java, during the second semester of the 2024/2025 academic year. This class was selected because the students had already received basic English instruction and were actively involved in classroom interaction, making them appropriate participants for observing the teacher's questioning strategies.

Data were obtained from two sources. Primary data consisted of classroom observation and an interview with the English teacher, while secondary data comprised relevant theories and prior studies used to support and triangulate the findings. Two main instruments were used: an observation sheet, which recorded teacher utterances, students' responses, and categories of questioning strategies based on the four types described above; and a semi-structured interview guideline, which allowed the researcher to explore the teacher's reasons and considerations in greater depth. A smartphone recorder and notebook were used to support data accuracy.

Data collection followed several steps: preparing the research instruments, conducting classroom observation, conducting the interview, analyzing the data, and drawing conclusions. To ensure the credibility of the findings, the data were verified through triangulation, comparing the results of classroom observation with the teacher's explanations in the interview (Sugiyono, 2008; Denzin, 2012). This process ensured that the strategies identified through observation were consistent with the teacher's own account of her practice.

3. RESULTS AND ANALYSIS (10 PT)

Data were obtained from a single classroom observation of a 45-minute English lesson on question words, and a semi-structured interview with the English teacher lasting approximately nine minutes. The results and discussion below are organized according to the three research questions of this study. Referring to Wangru's (2016) classification, four types of questioning strategies were identified during the observation: Prompting, Probing, Repeating, and Redirecting, with a total of 29 questions recorded.

Table 1. Frequency of Questioning Strategies Used by the Teacher

No	Type of Questioning Strategy	Frequency
1	Prompting	11
2	Repeating	10
3	Redirecting	5
4	Probing	3
Total		29

A total of 29 instances of questioning strategies were identified during the classroom observation. Among the four types, prompting emerged as the most frequently used strategy with 11 occurrences, followed by repeating with 10 occurrences, and redirecting with 5 occurrences, while probing was the least frequently used strategy with only 3 occurrences. The material delivered by the teacher during the observation was question words; the class opened with greetings and attendance checking before the teacher explained the material.

3.1 RQ1: Types of Questioning Strategies Used by the Teacher**a. Prompting Strategy**

Prompting is a questioning strategy used by the teacher in the form of guidance, small instructions, or simplified questions so that students can understand the material presented and find the answer by themselves. An example of the observation data is presented in Table 3.

Table 3. Observation Data of the Prompting Strategy

Speaker	Utterance
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Speaker	Utterance
T	"How far is your house from here? (<i>Jarak rumahmu dari sini</i>). How far?"
S	(No answer from the students)
T	"Seventeen? (Tujuh belas)? Ten? Nine? Kilometer? <i>Berapa?</i> Seven?" (looking around the class)
S	"Seven kilometers." (one student answered, his voice low)
T	"Seven kilometers from here." (writing the answer on the blackboard)

When the teacher asked about distance using the question word "how," the students did not fully understand the material and had difficulty answering. The teacher then simplified the question by switching to Bahasa Indonesia and providing numerical clues ("seventeen? ten? nine kilometers?"), signaling that the expected answer was a distance measured in kilometers, until one student answered "seven kilometers." This is consistent with the teacher's explanation during the interview that when students do not understand a question at first, the teacher simplifies it, and if they still do not understand, rephrases it using words that are easier for the students to comprehend. Wangru (2016) explains that prompting is a strategy in which the teacher provides hints, clues, or guidance to help students produce the expected answer, and this is supported by Sujariati et al. (2016), who found that teachers repeated and translated their questions into Bahasa Indonesia when students had difficulty understanding. This finding indicates that prompting functioned as a scaffolding technique that allowed the teacher to adjust her language to students' level of understanding, reducing confusion and encouraging more active participation.

b. Probing Strategy

Probing is a follow-up question used by the teacher when a student's initial answer is incomplete, allowing the student to develop a deeper or more complete answer. An example of the observation data is presented in Table 4.

Table 4. Observation Data of the Probing Strategy

Speaker	Utterance
T	"Kemudian 'why', ayo Van." (asking a student to come forward and write the answer on the board)
S	"Why do you like coffee?" (writing the sentence on the board)
T	"Jadi why itu mesti alasannya, because... pasti ada alasannya."
S	"Make my mood up, bu."
T	"Yes, good."

Rather than immediately accepting the student's answer, the teacher asked a follow-up question to encourage the student to explain the reason behind it, emphasizing that answers beginning with "why" should always be followed by a reason; the student then responded with a more complete answer, "make my mood up." During the interview, the teacher explained that using follow-up questions helps build closeness with students and makes them more active, reducing awkwardness or shyness in answering. Wangru (2016) states that probing involves asking follow-up questions to guide students toward completing their answers, and this is supported by Nashruddin and Putri (2020), who reported that probing often involves follow-on or leading questions that help students provide a more complete answer. This finding shows that probing functioned not only as corrective feedback but also as a strategy to sustain classroom interaction and encourage more communicative responses.

c. Repeating Strategy

The repeating strategy allows students to process and formulate answers by having the teacher repeat the question or statement. An example of the observation data is presented in Table 5.

Table 5. Observation Data of the Repeating Strategy

Speaker	Utterance
T	"How do you go to school?"
S	(students are noisy; some answer) "by...."
T	"Bagaimana kamu pergi ke sekolah? How do you go to school? By? By...?"
S	"I go to school by motorcycle."

The teacher repeated the question first in English and then translated it into Indonesian after the students did not respond to the initial form of the question. Following the repetition, a student answered, "I go to school by motorcycle," indicating that repeating the question helped students process its meaning and increased their confidence to respond in English. During the interview, the teacher explained that the bilingual method using the mother tongue alongside English is intended to avoid misunderstanding, and that questions were always repeated using the students' mother language after being delivered in English. Wangru (2016) states that repeating provides learners with another opportunity to process the teacher's question before producing a response, and this is consistent with Sa'adah and Susilowati (2023), who reported that a simple repeating strategy is one of the essential questioning behaviors of EFL teachers, often used together with wait-time to check comprehension. This finding confirms that repetition functioned as an accessible scaffolding tool that prevented communication breakdown and kept students attentive to the question.

d. Redirecting Strategy

Redirecting occurs when the teacher poses the same question to several students to encourage them to be more active in sharing their ideas, while reducing the teacher's role as the sole source of information. An example of the observation data is presented in Table 6.

Table 6. Observation Data of the Redirecting Strategy

Speaker	Utterance
T	"How many books do you have? Seventeen. How many books do you have? Rasya. How many books do you have?"
S	"I have seventeen books."

The teacher posed the same question to more than one student in the class — first to one student, then to Rasya — rather than relying on a single response. During the interview, the teacher explained that redirecting the question to another student was intended to prevent students from feeling insecure, encouraging them to try answering after seeing their classmates succeed, and that this approach reflects peer learning, in which students realize they need to keep learning. Wangru (2016) explains that redirecting refers to posing the same question to several students to explore different ideas, and this is consistent with Putri and Trisanti (2025), who found that teachers used redirecting to shift a question from one student to another so that no single student felt pressured, allowing students to participate actively without being forced. This finding indicates that redirecting increased classroom participation by involving more than one student in responding to the teacher's questions and functioned as a psychological stimulus that enhanced student motivation.

3.2. RQ 2: The Influence of Questioning Strategies on Classroom Interaction

Classroom interaction became more active when the teacher implemented the four types of questioning strategies. Prompting helped students respond after being given a clue, reflecting its role in guiding students toward the answer; when the teacher asked "how far is your house?" and gave numerical clues, one student was able to answer "seven kilometers." Probing extended students' initial responses into more complete answers through follow-up questions; the teacher explained during the interview that this made students "who find it difficult to speak, more active and less awkward." Repeating was shown to elicit a response after the question was repeated in Indonesian, indicating that language accessibility influenced students' comprehension, as in the example "*Jam berapa sekarang?* What time is it?" which was followed by the answer "ten o'clock." Redirecting broadened student participation by directing the same question to more than one student, for example calling "Rasya" and then "Gracia" to answer "How many books do you have?", which the teacher explained was "more effective to give an example for her friend who can't do it." A concise overview of these four influences is presented in Table 7.

Table 7. Summary of the Influence of Questioning Strategies on Students' Responses

No.	Types of Question	Description of Influence
1	Prompting	No response → response after a clue was given
2	Probing	Initial (incomplete) response → extended response after a follow-up question
3	Repeating	No response to the English form → response after Indonesian repetition
4	Redirecting	The same question directed to more than one student, broadening participation

Prompting was found to be the most dominant strategy, transforming the English material into manageable clues that made students more willing to attempt an answer; probing trained students to construct sentences and express ideas rather than stopping at one-word responses such as "yes" or "no"; repeating, through code-switching between English and Indonesian, reduced students' language difficulties and stimulated more active responses; and redirecting distributed speaking opportunities more evenly, making classroom interaction more communicative by

involving students beyond a single teacher-student exchange. These findings are in line with Nashruddin and Putri (2020) and Putri and Trisanti (2025), who found that prompting and probing questions increase student activeness and motivation, and that redirecting distributes speaking opportunities so that no single student feels pressured. From this discussion, it can be concluded that questioning strategies influenced classroom interaction by increasing students' participation, improving their understanding, and encouraging them to be more active in responding to the teacher.

3.3. RQ3: The Teacher's Reasons for Using Particular Questioning Strategies

The teacher's use of questioning strategies was closely related to the characteristics of Vocational High School students, who tend to be oriented toward practical skills rather than academic mastery. As the teacher explained during the interview, Vocational High School students often think, "I'm not going to use this English in the future... as long as I'm good at the practical skills, that's enough," which required the teacher to adjust her questioning strategies to sustain students' engagement. Based on the observation and interview data, five main reasons underlay the teacher's use of the four questioning strategies, summarized in Table 8.

Table 8. Summary of the Teacher's Reasons for Using Questioning Strategies

No.	Reason	Explanation
1	Checking understanding	Prompting was used because most students did not understand the questions at first; the teacher simplified questions and gave clues related to students' daily lives, e.g., asking about recount-text experiences instead of complex material.
2	Avoiding misunderstanding	Repeating was used because students needed more time to understand a question; the bilingual method (English followed by Indonesian) was applied to avoid misunderstanding, especially for difficult material such as conditional sentences.
3	Encouraging participation	Probing was used to keep the class from getting "stuck" when students did not respond, and to prevent boredom or confusion so that the learning process could continue.
4	Building students' confidence	Redirecting was used so that a student who could not answer would not feel insecure; seeing a classmate succeed encouraged the next student to try, reflecting peer learning.
5	Managing classroom interaction	All four strategies together helped the teacher manage the flow of classroom communication between teacher and students, and among students themselves.

These findings are consistent with Suartini et al. (2020), who found that teachers directed the same question to several students to make them more active in sharing ideas and to check students' comprehension, and with Sa'adah and Susilowati (2023), who found that teachers adjusted their strategies through wait-time or code-switching when students showed low confidence. A particularly notable finding of this study is the teacher's frequent use of Indonesian during the repeating strategy, which the teacher explained as a bilingual method intended to prevent misunderstanding; this offers novelty by showing that repeating is shaped not only by pedagogical factors, but also by contextual considerations such as students' limited English proficiency, suggesting that in Vocational High School contexts, teachers adapt their questioning strategies to their students' specific needs. As Pandey (2022) argues, questioning strategies are an influential teaching strategy that makes the classroom interactive and engaging, and the findings of this study confirm that the teacher used questions not merely to obtain answers, but as a teaching tool to guide students, attract their attention, check their understanding, and encourage active participation.

4. CONCLUSION

Based on the findings and discussion above, this study draws the following conclusions in relation to the three research questions. The English teacher applied four types of questioning strategies based on Wangru's (2016) classification, namely Prompting, Probing, Repeating, and Redirecting. Of the 29 instances of questioning identified during the observation, Prompting was the most frequently used strategy (11 times), followed by Repeating (10 times), Redirecting (5 times), and Probing (3 times). This indicates that the teacher employed a variety of questioning strategies throughout the learning process, adjusting them according to students' needs, the classroom situation, the learning material, and the practical orientation that characterizes Vocational High School students.

The Prompting helped the teacher manage classroom interaction and made it easier for students to understand questions related to the lesson material. Probing encouraged student participation and allowed the teacher to assess students' understanding by motivating them to continue responding to follow-up questions. Repeating gave students a second opportunity, and more time, to understand and respond to a question, particularly through code-switching between English and Indonesian. Redirecting increased student participation and confidence by involving more than

one student in answering the same question whenever the first student could not answer correctly. Taken together, these strategies made classroom interaction more active by increasing students' participation, improving their understanding, and encouraging them to respond more actively to the teacher.

The teacher used Prompting, Probing, Repeating, and Redirecting because she wanted to make students more active in the English classroom, recognizing that many students were still shy, afraid of making mistakes, or confused when required to answer in English. The teacher's reasons can be summarized into five interrelated purposes: checking students' understanding, avoiding misunderstanding, encouraging participation, building students' confidence, and managing classroom interaction. A particularly significant finding is the teacher's frequent use of Indonesian during the Repeating strategy, which functioned as a deliberate bilingual method to prevent misunderstanding; this shows that Repeating was shaped not only by pedagogical considerations but also by the contextual reality of students' limited English proficiency in a vocational setting.

These findings suggest that questioning strategies function not merely as a means of eliciting answers from students, but as a pedagogical tool for building a more interactive, student-centered classroom in vocational English education. These findings are expected to provide both teachers and future researchers with a deeper understanding of the types of questioning strategies and how these strategies affect students' participation and confidence, particularly in Vocational High School contexts.

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