

TEACHERS' QUESTION TYPES AND QUESTIONING STRATEGIES: A STUDY OF CLASSROOM INTERACTION IN YOUNG LEARNER EFL SETTING

Wawa Puja Prabawa^{1*}, Istri Syatifa Nurfadillah²

^{1*,2} Pendidikan Bahasa Inggris, STKIP Pasundan, Cimahi, Indonesia

Email: wawapujaprabawa@stkippasundan.ac.id

ARTICLE INFO

Article history:

Received April 28, 2026

Revised June 10, 2026

Accepted July 10, 2026

Available online July 15, 2026

Kata Kunci:

Pertanyaan guru, strategi bertanya, pembelajaran bahasa Inggris, peserta didik usia dini, sekolah dasar

Keywords:

Teacher questioning, questioning strategies, English language learning, young learners, elementary school

ABSTRAK

Permendikdasmen (Peraturan Menteri Pendidikan Dasar dan Menengah) No. 13 Tahun 2025 mewajibkan bahasa Inggris sebagai mata pelajaran di jenjang sekolah dasar di Indonesia. Dengan demikian, hal ini menuntut adanya penyesuaian pedagogis guna menjaga keterlibatan partisipasi aktif siswa dalam proses pembelajaran bahasa Inggris. Penelitian ini bertujuan dalam mengidentifikasi jenis-jenis pertanyaan yang digunakan guru juga strategi bertanya yang diterapkan dalam memfasilitasi pemahaman dan partisipasi aktif siswa selama berinteraksi di dalam kelas. Dengan menggunakan desain studi kasus dalam pendekatan kualitatif, penelitian ini melibatkan 2 orang guru bahasa Inggris di SDN Cimahi Mandiri 1 yang dipilih menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan melalui observasi kelas non-partisipan dan wawancara semi-terstruktur yang kemudian dianalisis menggunakan model interaktif analisis data kualitatif. Hasil penelitian menunjukkan bahwa guru menggunakan beragam jenis pertanyaan, meliputi pertanyaan display, referensial, terbuka, pemicu, prosedural, retorik, dan pertanyaan yang menghubungkan materi dengan pengalaman pribadi siswa. Selain itu, sejumlah strategi bertanya, seperti pengelolaan waktu tunggu, *probing*, pengarah kembali, serta penguatan, terbukti berperan penting dalam menurunkan kecemasan siswa juga meningkatkan kepercayaan diri dalam berkomunikasi. Penelitian ini menyimpulkan bahwa keragaman jenis pertanyaan dan penerapan sejumlah strategi bertanya memegang

peranan penting dalam mengubah pemahaman dan partisipasi aktif siswa dalam berinteraksi di dalam kelas. Jenis pertanyaan dan strategi bertanya yang diterapkan juga mentransformasi kelas menjadi lingkungan belajar yang interaktif sekaligus mendukung peserta didik usia dini di jenjang sekolah dasar dalam menghadapi mata pelajaran bahasa Inggris yang bersifat wajib.

ABSTRACT

Permendikdasmen (Regulation of the Minister of Primary and Secondary Education) No. 13 of 2025 mandates English as a compulsory subject at the primary school level in Indonesia. Consequently, this policy necessitates pedagogical adjustments to sustain students' active participation throughout the English learning process. This study aims to identify types of questions employed by teachers as well as questioning strategies applied to facilitate student comprehension and active participation during classroom interaction. Adopting a case study design within a qualitative approach, it involved two English teachers at SDN Cimahi Mandiri 1, selected through *purposive sampling*. Data were collected through non-participant classroom observation and semi-structured interviews, which were subsequently analyzed using interactive model of qualitative data analysis. The findings indicated that teachers employed a variety of question types, including display, referential, open-ended, prompting, procedural, rhetorical, and personal-connection questions. In addition, several key questioning strategies—such as waiting time, *probing*, redirecting, reinforcement—were shown to play a significant role in reducing student anxiety and enhancing communicative confidence. The study concludes that the variety of question types and the implementation of these questioning strategies play an essential role in shaping students' comprehension and active participation in classroom interaction. The question types and questioning strategies employed also transform the classroom into an interactive learning environment while supporting young learners at the primary school level in engaging with the compulsory English subject.

INTRODUCTION

In the current era of global communication, English has solidified its position as the primary language for international communication, science, and technology. This global phenomenon has led many non-English speaking countries to integrate English into their education systems at increasingly earlier stages.

In Indonesia, this strategic shift is directly supported by the recent governmental regulation, namely Permendikdasmen (Regulation of the Minister of Primary and Secondary Education) No. 13 of 2025. This policy officially designates English as a compulsory subject in elementary schools (*Sekolah Dasar*), with full implementation mandated by the 2027-2028 academic year.

Before the 2027-2028 academic year, educational units are permitted to begin implementing this new curriculum gradually or simultaneously depending on their institutional readiness (*Permendikdasmen*, 2025). This major policy transition places a significant responsibility on primary school educators to adapt their institutional practices to create an engaging learning environment.

Thus, the effectiveness of teaching English, particularly to young learners who are being introduced to a foreign language for the first time, is heavily dependent on the quality of classroom interaction. Within this interaction, teacher plays a central role as a facilitator of discourse. Among the various instructional tools available, teacher questioning stands out as a primary mechanism to spark interaction, stimulate cognitive processes, and maintain student interest (Rahmaeni, 2025).

Teacher questioning has long been recognized as a central component of classroom interaction because it shapes learners' opportunities to participate, construct meaning, and develop communicative competence in EFL classrooms (Walsh, 2013). In communicative language teaching, questions are not merely tools for checking comprehension; they function as interactional resources that initiate negotiation of meaning, stimulate learners' thinking, and sustain classroom discourse (Rahmaeni, 2025). The significance of questioning becomes more apparent in young learner EFL settings, where classroom interaction constitutes one of the primary sources of language exposure and language practice (Du et al., 2026).

Moreover, Du et al. (2026) argue that since young learners possess limited linguistic resources and are still developing cognitive and social abilities, the ways teachers formulate questions and implement questioning strategies may substantially influence learners' engagement and language development.

Recent scholarship has increasingly emphasized that effective questioning contributes to learner participation and critical thinking. A study by Putri & Trisanti (2025) found that EFL teachers employed prompting, probing, repetition, and redirecting strategies, with prompting emerging as the dominant strategy because it encouraged students' thought processes and critical engagement. Similarly, Isnaini & Trisanti (2025) argued that questioning strategies should be examined in relation to student engagement because classroom interaction is shaped by the reciprocal relationship between teacher moves and learner responses. These findings suggest that questioning is not a static linguistic feature but an interactional practice that influences the quality of classroom communication.

Despite these pedagogical expectations, classroom interaction in many Indonesian EFL contexts continues to reflect a teacher-centered orientation. Although national curriculum reforms promote student-centered and communicative learning, teachers often rely on short-answer exchanges and tightly controlled questioning patterns that limit learners' opportunities for extended language production (Lestari & Puspitasari, 2022).

In addition, such interactional patterns create a discrepancy between the ideal of communicative language reaching and the actual classroom practice experienced by many Indonesian learners. In young learner classrooms, this discrepancy is particularly problematic because children require frequent opportunities to interact, express ideas, and negotiate meaning in order to develop communicative competence (Du et al., 2026).

The issue is not simply the frequency of questions but the types of questions teachers ask and the strategies they use to follow up students' responses. Research has shown that referential and higher-order questions tend to generate more elaborate learner responses than factual or display questions (Rahmaeni, 2025). However, teachers frequently prioritize questions that elicit predetermined answers because such questions are easier to manage and evaluate in classroom settings (Aini, Islamia & Amanati, 2023). As a consequence, Aini, Islamia & Amanati suggest that learners may participate only minimally producing isolated words or short phrases rather than engaging in meaningful communication (2023). This condition indicates that the interactional potential of questioning is not fully utilized in many EFL classrooms.

Several studies conducted in Indonesia have investigated teacher questioning practices in secondary and vocational school contexts. Lestari & Puspitasari (2022) explored English teachers' questioning strategies in vocational high schools and highlighted the importance of selecting appropriate questioning techniques to facilitate classroom interaction. Aini, Islamia & Amanati (2023) examined different kinds of teacher questions used during EFL classroom interaction and reported variation in teachers' questioning practice. More recently, Putri & Trisanti (2025) identified four major questioning strategies employed by EFL teachers and emphasized their role in encouraging students' critical thinking. Although these studies provide valuable insights, they predominantly focus on adolescent learners and do not adequately address the unique interactional characteristics of young learner classrooms.

The existing literature also reveals a conceptual limitation. Most previous studies analyze either question types or questioning strategies as separate phenomena (Lestari & Puspitasari, 2022; Aini, Islamia & Amanati, 2023; Putri & Trisanti, 2025). However, classroom interaction is a dynamic process in which the type of question and the strategy used to deliver or extend the question operate simultaneously. For example, a referential question may not generate meaningful interaction if it is followed by immediate evaluation, while a display question may stimulate participation when accompanied by probing or prompting strategies. By examining these dimensions separately, earlier research provides only a partial understanding of how questioning practices actually function in classroom interaction.

Another important limitation concerns the research context. Studies specifically focusing on young learner EFL classrooms in Indonesia remain scarce. This gap is significant because young learners differ from older students in terms of cognitive development, attention span, emotional needs, and language proficiency. Findings derived from secondary or tertiary contexts cannot automatically be generalized to elementary-level classrooms. Furthermore, much of the existing research employs quantitative categorization of question frequencies, which may overlook the pedagogical intentions, interactional meanings, and contextual factors underlying teachers' questioning practices (Isnaini & Trisanti, 2025).

Given these limitations, there is a need for a qualitative investigation that examines question types and questioning strategies used by teacher within naturally occurring classroom interaction in young learner EFL setting. A qualitative approach is particularly appropriate because questioning practices are context-dependent and embedded within the flow of classroom discourse. Such an approach allows a deeper understanding of the interactional functions of questioning beyond simple numerical classification.

The present study is further strengthened by the ongoing challenge of improving communicative English instruction in Indonesian elementary schools. Teachers are expected to create interactive learning environments, yet many still struggle to implement questioning practices that genuinely promote learner engagement and extended discourse (Lestari & Puspitasari, 2022). This study adopts a synthesis of type of questions theories proposed by Long and Sato (1983), Nunan (1989), Brown (2001), Rowe (1974), and Vacca and Vacca (1999). Meanwhile, Goodwin (1990) framework is adapted to the questioning strategies.

Understanding the relationship between question types and questioning strategies can provide practical insights for teacher education programs and professional development initiatives. Specifically, identifying questioning practices that encourage meaningful participation may help teachers design more interaction-rich learning experiences for young learners.

This study, therefore, seeks to identify teachers' question types and questioning strategies in a young learner EFL setting. Thus, this study is of significant urgency to discuss question types and questioning strategies simultaneously rather than treating them as separate variables, thereby offering a more integrated understanding of teacher questioning practices. Similarly, it discusses specifically on young learner EFL classrooms in Indonesia, a context that remains underrepresented in recent research. Moreover, it employs a qualitative classroom interaction perspective that examines the pedagogical and interactional functions of questioning practices within authentic classroom discourse.

By addressing this gap, this study is expected to contribute both theoretically to EFL classroom interaction research and practically to the development of more effective questioning practices for young learner English classrooms in Indonesia.

METHODS

This study employed a qualitative approach with a case study design since the research aimed to identify the types of questions used by the teacher and the questioning strategies implemented during classroom interaction in a young learner EFL setting. A case study design was considered appropriate as it allows an in-depth investigation of a bounded educational context and facilitates a detailed

examination of interactional practices within a real classroom environment (Moorhouse et al., 2023). Moreover, qualitative research is suitable for examining classroom discourse since it enables the interpretation of contextual meanings and pedagogical actions embedded in teacher-student interaction (Tai, 2024). The focus of the analysis was directed toward identifying the categories of teacher questions and the specific questioning strategies used during instructional activities. Therefore, the qualitative case study design was methodologically aligned with the research objective of investigating teachers' question types and questioning strategies in a particular young learner EFL classroom.

The participants of the study were two English teachers from SDN Cimahi Mandiri 1, selected through purposive sampling to provide rich and relevant information related to the research objectives. Both teachers graduated from the English Education Department of IKIP Siliwangi, ensuring a comparable pedagogical background. However, they differed substantially in teaching experience, allowing the researcher to examine question types and questioning strategies practices from contrasting professional perspectives.

To ensure ethical standards and confidentiality, the participants were referred to as Teacher A and Teacher B. Teacher A represented an early-career educator with three years of experience teaching, whereas Teacher B represented a senior educator with eight years of English teaching experience. Since both participants currently teach at SDN Cimahi Mandiri 1, the study was able to explore how different levels of expertise influence question types and questioning strategies within the same institutional context.

This study employed two primary data collection techniques to ensure the credibility and depth of the findings: non-participant classroom observation and semi-structured interviews. During the observation, the entire lesson is recorded using a video/audio recorder to capture the exact wording of the teacher's questions, the students' immediate reactions and relevant non-verbal behaviors such as gestures and facial expressions, while field notes were used to document the classroom atmosphere and interactional context. Subsequently, a semi-structured interview was conducted with the teachers to investigate the pedagogical reasons for using particular question types and the teachers' perceptions of students' engagement during the lesson. The combination of observation and interviews enabled the researcher to obtain both observable interactional data and reflective explanations regarding the teacher's instructional decisions. This triangulated approach strengthened the trustworthiness of the data by integrating multiple sources of evidence within the same classroom context (Moorhouse et al., 2023; Tai, 2024).

The data were analyzed using Miles, Huberman, and Saldana's (2014) interactive model of qualitative data analysis, which consists of data condensation, data display, and conclusion drawing, to identify the types of teachers' questions and the questioning strategies used to facilitate students' understanding of English materials. Classroom observation recordings and interview data were carefully reviewed, after which the audio-video recordings were transcribed into written text for analysis. The transcripts were then coded and categorized based on the theories proposed by Long and Sato (1983), Nunan (1989), Brown (2001), Rowe (1974), and Vacca and Vacca (1999) and Goodwin (1990) while the interpretation of the findings was guided by relevant theories and previous studies on classroom interaction and teacher questioning.

RESULTS AND DISCUSSION

Results

Based on the classroom observation and interviews' result, it was found that both Teacher A and Teacher B implemented a variety of question types to facilitate classroom interaction in young learner EFL setting at SDN Cimahi Mandiri 1. The identified question types included display questions, referential questions, open-ended questions, prompting questions, probing questions, procedural questions, rhetorical questions, and personal-connection questions. These questions were used to stimulate students' interest, check their understanding, guide participation, and encourage engagement throughout the lesson. The findings of teachers' question types can be seen in the following table.

Table 1. Teachers' Question Types

Participants	Types of Question
Teacher A	Display Question Referential Question Probing Question Personal Connection Question
Teacher B	Display Question

Referential Question
Open-Ended Question
Prompting Question
Procedural Question
Rhetorical Question
Personal Connection Question

Display questions were questions employed to assess students' knowledge or comprehension and recall of previous materials. For example, Teacher B regularly test whether the students could recall previous materials by asking, "Do you still remember about our last week material?" indicating that the teacher already knew the expected answer and used the question to evaluate students' retention before introducing new material.

In contrast, referential questions sought information that the teacher did not know beforehand. These questions were highly effective for engaging young learners in natural conversation. Both teachers used referential questions as warm-up activities at the beginning of the lesson. Teacher A explained that he usually opens the class by asking about the students' previous activities at home. He stated:

"The first thing I usually do is greeting them, asking how they are doing, then asking about the activities they did yesterday at home."

Similarly, teacher B used referential questions tailored to the day's topic, especially when introducing specific grammar structures like past tense. Teacher B mentioned:

"For example, If today's material is about past tense, which means repeating experiences, I ask 'What did you do yesterday/last week?' Then, the students answer, and that serves as a trigger question before the lesson starts."

Furthermore, Teacher B noted that students became highly enthusiastic when they asked about their morning routines:

"Students are most excited when asked 'What did you have for breakfast this morning?' or 'What did you do before coming to school this morning?'

Open-ended questions were used to encourage students to provide more elaborate responses and express their idea freely. Teacher A applied these questions when discussing familiar topics, whereas Teacher B used them to broaden students' horizons and encourage critical thinking. An example of a factual yet conceptual question to prompt deeper thinking was provided by Teacher B:

"Why is the sun yellow? And the students respond 'Because the sun is up there and its color is yellow.' Actually, it's not just yellow because it's up there, there must be a reason."

Prompting questions were used when a student is stuck or provided an incomplete answer. Instead of giving the answer away, the teacher provided clues or small guiding questions to assist students to find the correct response. Teacher A specifically highlighted that he included prompting questions in his classroom interactions to give students a gentle nudge when the students experience difficulties during the lesson.

Procedural questions were asked to manage the classroom and ensure that activities were running smoothly. Teacher A used these questions to check student readiness, monitor group tasks, or confirm if the students can follow his instructions clearly during the lesson layout.

Rhetorical questions were questions asked for effect or to make a point, rather than to get direct answer from the students. Both teachers deliberately used rhetorical questions, yet for slightly different purposes in classroom management. Teacher A used the questions to grab students' attention and emphasize correct concepts when the room in noisy situation. He explained:

"Yes, because in a crowded classroom situation, rhetorical questions are very important so that I can emphasize that the correct answer is like this."

On the other hand, Teacher B used rhetorical questions to make students reflect on the purpose of their learning. Teacher B stated:

"Sometimes, for example, 'Why are we learning this material?' So, when there are students who do not know the answer, I help to answer it. That way, when the question is asked again in the future, the students will know the answer."

Personal connection questions related the lesson content directly to students' real lives, interests, and hobbies. This type of question proved to be incredibly effective in making young learners comfortable and eager to speak. Teacher A discovered that asking about personal interests breaks the ice instantly and encourage passive students to open up. Teacher A shared:

"We ask what their hobby is, what they like, and usually the child will be more open. That becomes one of the ways to make the child braver and more open."

He also used this question type during specific thematic units, such as "Daily Activities," where he asked:

“What did you do last week?”

This kind of question prompted the students to happily shout out real-life responses like “*brooming*” or “*cooking*.”

Teacher B agreed that connecting the English lesson to the students’ real lives is essential. By asking questions linked to their daily habits, hobbies, and personal experiences, both teachers successfully lower the students’ anxiety, turning a potentially intimidating foreign language class into an enjoyable experience.

Speaking of teachers’ questioning strategies, based on classroom observation and interviews’ result, the findings of the study revealed that both Teacher A and B employed several questioning strategies, namely waiting time, probing, redirecting, reinforcement, as it could be seen in the table 2.

Table 2. Teachers’ Questioning Strategies

Participants	Types of Questioning Strategies
Teacher A	Waiting Time Probing Redirecting Reinforcement
Teacher B	Waiting Time Probing Redirecting Reinforcement

The management of waiting time emerged as an important strategy in classroom interaction. The teachers intentionally provided students with several seconds to process questions before expecting response. Teacher A utilized waiting time as a transitional scaffold between daily routines and academic content. Before conducting the topic of daily activities, the teacher initiated a discussion about students’ morning activities, including whether they had performed their morning prayers.

By modelling the expected response, “Yes, I did,” Teacher A offered a linguistic framework that helped students formulate their answers. This pause enabled hesitant learners to organize their thoughts and increased the likelihood of participation.

Similarly, Teacher B employed waiting time to establish a reflective and supportive classroom atmosphere. When asking students about their activities or assignment completion, the teacher maintained a deliberate pause whenever students were slow to respond. Rather than pressing students for immediate answers, Teacher B allowed sufficient processing time, which reduced anxiety and encouraged learners to respond at their own pace. The findings indicated that waiting time functioned not merely as silence but as a pedagogical space that fostered confidence and promoted more inclusive participation among young learners.

The data also demonstrated the use of probing strategies as follow up questions designed to deepen students’ thinking when initial responses are incomplete or superficial. Teacher A frequently applied probing when students produced incorrect or partial answers. Instead of rejecting the responses directly, the teacher provided incremental clues that guided students toward the intended meaning. During the lesson on daily activities, Teacher A used additional prompts and verbal encouragement to help students refine their answers, thereby maintaining students’ engagement while supporting conceptual understanding.

Teacher B similarly employed probing through active inquiry. In a lesson on action verbs, the teacher combined physical gestures and real-life examples when explaining vocabulary such as *swim*, *jump*, and *laugh*. When students appeared uncertain, Teacher B asked “What can you do?” and guided them through visual cues rather than immediately providing the correct definition.

A comparable strategy was observed when teaching adjectives such as *large* and *narrow*, where the teacher encouraged students to generate their own examples. These follow-up questions prompted students to analyze relationships between words and apply logical reasoning, indicating that probing was used to promote deeper cognitive processing rather than simple recall.

Redirecting was another prominent strategy identified in findings. The teachers redirected questions to other students in order to broaden participation and sustain classroom interaction. Teacher A treated students’ questions as opportunities for collective learning. When one student asked a question, the teacher ensured that the entire class heard and considered the issue before providing clarification. If the students remained uncertain, Teacher A offered further clues and encouraged

additional responses from classmates before presenting the final answer. This practice transformed individual questions into shared learning experiences and maintained classroom momentum.

Teacher B demonstrated redirecting even more explicitly through group discussion. When a student raised a question regarding *action verbs* or *adjectives*, the teacher frequently reflected the question back to the class and invited peers to contribute their ideas.

Students were encouraged to relate the concepts to their personal interests, such as favorite comics or sports. By distributing the question across multiple learners, Teacher B increased participation and facilitated peer-assisted learning. The findings suggested that redirecting enabled students to learn not only from the teacher but also from their classmates' perspective and experiences.

The final strategy identified was reinforcement. Reinforcement involves adjusting the language of a question or response to make it more comprehensible without changing its original intent. Teacher A consistently reinforced students' contributions through scaffolding and positive feedback. When students struggled to answer, the teacher reformulated prompts, provided contextual clues, and validated students' efforts through verbal encouragement. This approach allowed students to continue participating while gradually moving toward the target language form.

Teacher B applied reinforcement by connecting abstract concepts to concrete experiences. During vocabulary and grammar instruction, the teacher used gestures, visual aids, and examples from students' daily lives to clarify meaning. Rather than delivering direct explanations, Teacher B reformulated questions in simpler and more familiar terms, enabling students to understand the intended concept while remaining actively involved in the interaction.

DISCUSSION

The findings indicate that both teachers, Teacher A and Teacher B, employed a diverse range of question types to facilitate interaction in the young learner EFL classroom, which supports the synthesis of questioning theories proposed by Long & Sato (1983), Nunan (1989), Brown (2001), Rowe (1974), and Vacca & Vacca (1999). Display questions are primarily used to check students' comprehension and recall of previous lessons, reflecting Long and Sato's classification of questions for which the teacher already knows the expected answer.

This finding is consistent with Safitri (2021) and Aini et al. (2023) who reported that display questions remain dominant in EFL classrooms since they help teachers monitor understanding and maintain lesson progression. However, unlike previous studies that highlighted the predominance of display questions, the present study shows that both teachers balanced evaluative question with communicative ones, indicating a more interaction-oriented approach in the young learner context.

The extensive use of referential questions further demonstrates the teachers' effort to create authentic communication opportunities. Question such as "What did you do yesterday?" required students to provide information that the teacher did not know beforehand, thereby encouraging genuine language use.

This finding strongly aligns with Long and Sato's view that referential questions generate richer interaction and longer student responses than display question. Moreover, the students' enthusiastic reactions to question about breakfast, hobbies, and morning routines suggest that referential questions are particularly effective because it is closely connected to learners' daily experiences. Similar results are reported by Fadila and Hamzah (2024) who find that contextually relevant question increases learner participation and reduce reluctance to speak in EFL classroom.

Open-ended questions also play significant role in promoting higher-order thinking. Teacher B's question, "Why the sun is yellow?", requires explanation and reasoning rather than simple factual recall, which reflects Vacca and Vacca's argument that open-ended questions stimulate critical thinking.

The finding is comparable to Putri and Trisanti's (2025) study, which concludes that open-ended questions encourage students to elaborate their ideas and engage in deeper cognitive processing. Nevertheless, the current study extends previous research by showing that even young learners can respond to conceptual question when the teacher provides sufficient contextual support and relates to the topic familiar experiences.

The use of prompting questions reveals the importance of scaffolding in young learner classroom. Rather than providing immediate answers, Teacher A offers clues and guiding questions when students experience difficulty. This strategy is consistent with Brown's view that effective questioning should support learners within their developing linguistic competence. Prompting also functioned as a bridge between students' partial understanding and the target language, enabling them to arrive at the answer independently. The effectiveness of this approach may be influenced by the students' limited English proficiency which requires teachers to provide graduated support rather than direct correction.

Procedural and rhetorical questions serve important managerial and motivational functions. Procedural questions help organized classroom activities, monitor readiness, and ensure that instructions are understood, which supports Nunan's perspective that classroom questions may function as discourse-management tools. Meanwhile, rhetorical questions are used not to obtain answers but to emphasize concepts and maintain attention.

Teacher A employs procedural and rhetorical questions to regain control in noisy situations, whereas Teacher B uses them to encourage reflection on the purpose of learning. This difference suggests that rhetorical questions can serve both disciplinary and metacognitive functions depending on the teacher's instructional objectives.

Personal-connection questions emerge as one of the most effective strategies for encouraging participation. By asking about hobbies, daily activities, and personal experiences, both teachers create a low-anxiety environment that encourage reluctant students to speak. This finding supports Brown's emphasis on meaningful and personally relevant communication in language learning.

The students' spontaneous responses such as "brooming" and "cooking", indicate that connecting lesson content to real-life experiences increases their willingness to communicate. The result also reinforces Rahmaeni (2025) who find that personal-connection question can reduce learners' anxiety and enhance classroom engagement.

Regarding questioning strategies, the implementation of waiting time strongly supports Goodwin's (1990) framework. Both teachers intentionally provide students with several seconds to process questions before responding. Teacher A uses waiting time as scaffold when transitioning from daily routines to lesson content, while Teacher B uses it to create a supportive and reflective classroom atmosphere.

This finding is consistent with Lestari and Puspitasari's (2022) study, which reports that strategic pauses improve learners' ability to formulate responses. In the young learner context, waiting time appears particularly beneficial because students often require additional cognitive processing when responding in a foreign language.

The probing strategy further illustrates how questioning can promote deeper understanding. Both teachers respond to incomplete answers by asking follow-up questions, providing clues, and encouraging students to refine their responses. This practice reflects Goodwin's definition of probing as a strategy for extending students' thinking beyond superficial answers.

Similar findings are reported by Isnaini and Trisanti's (2025) study, which find that probing helps learners develop conceptual understanding and sustain engagement. However, the present study shows that probing is often combined with gestures, visual aids, and real-life examples, indicating that multimodal scaffolding is an important factor in supporting young learners' comprehension.

Redirecting is another prominent strategy used to broaden participation and maintain classroom momentum. Teacher A transforms individual questions into collective learning opportunities, while Teacher B explicitly redirects questions to peers during group discussions. This finding aligns with Goodwin's framework and supports Fadila and Hamzah's (2024) conclusion that redirecting can increase peer interaction and reduce teacher dominance. The strategy is particularly effective because students are encouraged to relate their answers to personal interest, allowing interaction to become collaborative rather than exclusively teacher-centered.

Finally, reinforcement is evident through the teachers' reformulation of questions, use of simpler language, positive feedback, and contextual explanations. Teacher A provides verbal encouragement and incremental clues, whereas Teacher B uses gestures, visual aids, and examples from students' daily lives to clarify meaning. This finding corresponds directly to Goodwin's concept of reinforcement as adjusting language without changing the original intent of the question. The result also supports Rahmaeni's (2025) argument that reinforcement helps learners maintain participation even when they struggle to produce accurate responses.

From a theoretical perspective, the study demonstrates that the question-type frameworks of Long and Sato, Nunan, Brown, Rowe, and Vacca & Vacca can be effectively integrated with Goodwin's questioning strategy framework in a young learner context. The findings show that question types and questioning strategies are interdependent; the effectiveness of a question depends not only on its category but also on how the teacher manages students' responses.

Practically, the study suggests that EFL teachers should vary question types, provide adequate waiting time, use probing to deepen understanding, redirect questions to encourage wider participation, and reinforce responses through scaffolding and contextual support. Such practices can create a more interactive, supportive, and communicative learning environment for young learners.

CONCLUSION

The findings demonstrate that both Teacher A and Teacher B utilize a wide range of question types, including display question, referential question, open-ended question, prompting question, probing questions, procedural question, rhetorical question, and personal-connection question. These question types are not used randomly; rather, they fulfill different pedagogical functions, such as checking comprehension, activating prior knowledge, encouraging participation, managing classroom activities, stimulating reflection, and connecting lesson content with students' real-life experiences. The variety of question types indicates that effective classroom interaction in young learner EFL contexts require a balance between instructional control and opportunities for meaningful communication.

Regarding questioning strategies, the findings of the study reveal that the teachers implement four questioning strategies: waiting time, probing, redirecting, and reinforcement. Waiting time allows students sufficient processing time before responding, which is particularly beneficial for young learners with limited English proficiency. Probing is used to deepen students' understanding through follow-up questions and guided prompts. Redirecting broadens participation by involving multiple students in responding to a question, thereby promoting collaborative learning. Reinforcement is achieved through reformulation, contextual clues, gestures, visual aids, and positive feedback, enabling students to understand the intended meaning without feeling discouraged by linguistic difficulties.

For future researchers, this study is limited to two teachers in one elementary school context. Further studies may involve a larger number of participants, different school settings, or comparative analysis across grade levels to obtain broader insights into questioning practices in young learner EFL classrooms. Future research may also examine the relationship between specific question types and students' language production, critical thinking development, or speaking proficiency.

REFERENCES

- Aini, N., Islamia, N. S., & Amanati, A. A. (2023). An Analysis of Teachers Questioning Strategy During the Classroom Interaction in EFL Classroom. *Indonesian Journal of Multidisciplinary Educational Research*, 1(2), 137-148.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). Longman.
- Du, Y., Li, J., He, H., Wang, C., & Zou, B. (2026). A Sequential Explanatory Mixed-Methods Study on the Acceptance of a Social Robot for EFL Speaking Practice among Chinese Primary School Students: Insights from the Computers Are Social Actors (CASA) Paradigm. arXiv preprint arXiv:2604.12789.
- Fadila, M. G., & Hamzah, H. (2024). Comparing Teachers' English and Indonesian Questions in Classroom Interaction. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 2571-2584.
- Goodwin, S. S., Sharp, G. W., Cloutier, E. F., & Diamond, N. A. 1990. *Effective Classroom Questioning*. University of Illinois Teaching Assistant Training.
- Isnaini, L., & Trisanti, N. (2025). Investigating Teacher's Questioning Strategies and Student Engagement in EFL Classroom Interaction: A Case Study at a Vocational High School in Semarang. *Jurnal Ilmiah Bahasa dan Sastra (JIBS)*, 12(1), 81-93.
- Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. 2025. *Peraturan Menteri Pendidikan Dasar dan Menengah Republik Indonesia Nomor 13 Tahun 2025 tentang Perubahan atas Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 12 Tahun 2024 tentang Kurikulum pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*.
- Lestari, D. R., & Puspitasari, D. (2022). Exploring Teachers' Questioning Strategies in an EFL Classroom Interaction: A Case Study of a Vocational High School. *Berumpun: International Journal of Social, Politics, and Humanities*, 5(2), 72-85.
- Long, M. H., & Sato, C. J. 1983. *Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions*. In H. W. Seliger & M. H. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition*, 268-286. Newbury House.
- Miles, M. B., Huberman, A. M., & Saldana, J. 2014. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd Edition. London: SAGE
- Moorhouse, B. L., Li, Y., & Walsh, S. (2023). E-classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons. *Relc Journal*, 54(1), 114-128.
- Nunan, D. 1989. *Understanding Language Classrooms: A Guide for Teacher-Initiated Action*. Prentice Hall.
- Putri, V. P. W., & Trisanti, N. (2025). Exploring the Types of Teachers' Questioning Strategies Used in EFL Secondary School Classroom. *Journal of English Language and Education*, 10(4), 153-

- Rahmaeni, R. (2025). Enhancing Classroom Interaction Through Teacher Questioning Strategies: An Analysis of Question Types and Student Engagement in EFL Learning. Available at SSRN: <https://ssrn.com/abstract=5232309> or <http://dx.doi.org/10.2139/ssrn.5232309>
- Rowe, M. B. (1974). Wait-time and Rewards as Instructional Variables: Their Influence on Language, Logic, and Fate Control. *Journal of Research in Science Teaching*, 11(2), 81-94.
- Safitri, A. (2021). Teacher's Questions and Students' Responses in EFL Classroom Interaction. In *Eight International Conference on English Language and Teaching (ICOELT-8)*, 60-62.
- Tai, K. W. (2024). Classroom Interactional Competence in an English Medium Instruction Mathematics Classroom: A Creation of a Technology-Mediated Translanguaging Space. *Learning and Instruction*, 90, 101849.
- Vacca, R. T., & Vacca, J. A. L. 1999. *Content Area Reading: Literacy and Learning Across the Curriculum* (6th Ed.). Longman.
- Walsh, S. 2013. *Classroom Discourse and Teacher Development*. Edinburgh University Press.