

## **An Analysis of Lecturers' Use of Display Questions in Classroom Interaction**

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### **Abstract**

This study examines the use of display questions by lecturers in classroom interaction and their influence on student participation and responses. The research is based on discourse analysis, which views questions not only as linguistic structures but also as social actions that shape communication in educational settings. Previous studies suggest that questioning strategies are important for encouraging student engagement, but limited research has focused specifically on the use of display questions in higher education contexts. This study employs a qualitative research design using discourse analysis. Data were collected through classroom observation and note-taking, focusing on how lecturers use display questions and how students respond during the teaching and learning process. The findings show that display questions are commonly used to initiate interaction, stimulate student participation, and guide students' thinking. These questions are often delivered in sequences and followed by additional questions to help students develop correct answers. The study also finds that lecturers use repetition and simplification to encourage responses, especially when students are passive or hesitant. However, students' answers are generally short, and some students remain silent due to lack of confidence. Overall, the study concludes that display questions are an important teaching strategy that supports classroom interaction and learning. Their effectiveness depends on how they are used and the classroom environment.

*Keywords: Display questions; classroom interaction; discourse analysis; student participation*

### **INTRODUCTION**

In communication, questions are not only used to ask for information, but they also play an important role in shaping interaction between speakers. In the field of discourse analysis, questions are viewed as more than just grammatical structures; they function as social actions that influence how people think, respond, and participate in conversations (Zyngier, 2007). Language is always connected to social context, meaning that every question carries certain purposes, values, and power relations. This indicates that questions are not neutral, but actively shape communication and interaction. In educational settings, especially in classroom interaction, questions are frequently used by lecturers as a strategy to support the teaching and learning process. Lecturers often ask questions not only to check students' understanding but also to guide them toward specific concepts or ideas. Recent studies highlight that questioning strategies play a significant role in increasing student engagement and participation in the classroom. This shows that questions are essential tools in managing classroom discourse and facilitating meaningful learning experiences.

One common type of question used in classrooms is the display question. Display questions are questions asked by someone who already knows the answer, with the purpose of testing or displaying the knowledge of others. In classroom contexts, lecturers often use display questions to evaluate students' understanding and to encourage participation (Connor Desai & Reimers, 2019; Nakkam & Khamoja, 2020; Schaap et al., 2014). Although the lecturer already knows the answer, these questions help students recall information and become more actively involved in the learning process. Therefore, display questions play an important role in shaping how interaction occurs in the classroom. Furthermore, the use of display questions is closely related to the role of the lecturer as a

knowledge provider. By asking such questions, lecturers position themselves as authority figures, while students are positioned as learners who are expected to respond appropriately. This reflects the idea that classroom interaction is not only about exchanging information but also about constructing roles, identities, and relationships. Research also shows that classroom talk, including questioning strategies, plays a key role in supporting students' thinking and understanding.

In addition, questions in classroom discourse are often used as a tool to guide students toward correct answers. In many situations, lecturers ask a sequence of questions, starting with a display question and followed by additional questions that help students reach the expected response. This process indicates that questions are not only used to test knowledge but also to scaffold learning (Davies et al., 2002; Talbani, 1996; Ulum & Ordem, 2022). Effective questioning strategies can promote deeper thinking and improve students' learning outcomes. Therefore, the way lecturers use display questions can significantly influence classroom interaction and students' learning processes. However, in real classroom situations, the use of display questions is often more complex than it appears. Lecturers may combine display questions with other types of questions, such as leading questions, to guide students' responses. This indicates that display questions are part of a broader questioning strategy rather than a single isolated practice. Despite this, many previous studies tend to focus on general questioning strategies without specifically analyzing the use of display questions by lecturers in classroom interaction.

Moreover, there is still limited research that examines how display questions function in guiding students' responses and shaping classroom interaction in real contexts. Most studies discuss questioning in general terms, without exploring the detailed role of display questions in the teaching process. This creates a research gap that needs further investigation, especially in understanding how display questions are used by lecturers and how they influence students' participation and responses in the classroom. Therefore, this study focuses on analyzing the use of display questions by lecturers in classroom interaction. The aims of this research are to identify how display questions are used, to analyze their functions, and to examine how they influence students' responses and participation. By conducting this study, it is expected to provide a deeper understanding of the role of display questions in classroom discourse and to contribute to more effective teaching and learning practices.

## **REVIEW OF RELATED LITERATURE**

In classroom interaction, questioning is one of the most common strategies used by lecturers to manage communication and support the learning process. Questions are not only used to ask for information, but also to encourage students to think, respond, and participate in classroom activities. In the field of discourse analysis, questions are understood as social actions that carry certain purposes depending on the context in which they are used. Language is always connected to social context, meaning that every question reflects roles, relationships, and power between speakers. In a classroom setting, this can be seen in how lecturers use questions to guide students and control the flow of interaction (Baskara, 2023). One of the most frequently used types of questions in classroom discourse is the display question. Display questions are questions asked by someone who already knows the answer, usually to test or display the knowledge of others. However, in real classroom situations, display questions are not only used for testing purposes. Lecturers often use them as a strategy to trigger students' responses and to make students more active during the lesson. Instead of directly explaining the material, lecturers may begin by asking simple questions

to invite students to recall what they already know.

In practice, display questions are often used as a starting point in classroom interaction. For example, a lecturer may ask, “What is the definition of discourse analysis?” even though the lecturer already knows the answer. The purpose of this question is not simply to check whether students know the answer, but also to encourage them to think and participate. When students attempt to answer, the lecturer may respond by asking another question, such as “Can you explain it more?” or “Why do you think so?” This shows that display questions are often followed by additional questions that guide students step by step. This pattern of questioning reflects how lecturers use display questions as a tool to lead students toward understanding. Teacher questioning plays a key role in shaping classroom interaction. Questions are used not only to check understanding but also to manage the flow of communication and to involve students in the learning process. In this context, display questions are often used to open discussion and invite students to respond. This makes the classroom more interactive, as students are encouraged to speak and share their ideas. Furthermore, lecturers rarely ask only one question. Instead, they tend to ask a series of questions in a sequence. This means that after asking a display question, the lecturer continues with follow-up questions to help students reach the correct answer. For instance, if a student gives an incomplete or incorrect answer, the lecturer may ask, “Are you sure?” or “Think again, what is the main idea?” These follow-up questions function as guidance, helping students to reconsider their answers and think more deeply.

Effective questioning strategies can significantly influence students’ participation in the classroom. When lecturers ask questions in a supportive way, students are more likely to respond and engage in the discussion. In contrast, if questions are too difficult or too direct, students may feel hesitant to answer. Therefore, display questions can be useful as an initial step because they are usually simple and accessible, making it easier for students to participate (Abdullah et al., 2012; Forslund Frykedal & Hammar Chiriatic, 2018). In addition, the importance of follow-up questions can be seen in developing students’ understanding. After students respond to a question, lecturers can ask further questions to encourage explanation, clarification, or elaboration. This process helps students not only to give answers but also to think more critically about their responses. In this way, display questions are not used in isolation but as part of a broader questioning strategy that supports learning. Another important point is that display questions can create a supportive learning environment. When lecturers ask questions instead of directly giving explanations, students are given the opportunity to think and express their ideas. Even if the answer is not completely correct, the lecturer can guide the student through additional questions until the correct understanding is reached. This shows that display questions can function as a form of scaffolding, where students are gradually supported to reach a higher level of understanding.

Moreover, the use of display questions also reflects the role of the lecturer in the classroom. Language is closely related to identity and power. In classroom discourse, lecturers are positioned as authority figures who guide the learning process, while students are positioned as learners. By asking display questions, lecturers demonstrate their role as knowledge holders while also encouraging students to actively participate. This creates a dynamic interaction where both lecturer and students are involved in the learning process (M, 2020; Munna & Kalam, 2021; Rindu & Ariyanti, 2017). However, it is important to note that display questions are not always used in the same way. In some cases, they may function mainly as a tool for evaluation, while in other cases, they are used more as a strategy to encourage interaction. This depends on how the lecturer delivers the questions and how

students respond. Therefore, analyzing the use of display questions in real classroom interaction is important to understand their actual function.

Despite the importance of display questions in classroom discourse, many previous studies tend to discuss questioning strategies in general without focusing specifically on display questions. Most research explains different types of questions, but does not examine how display questions are used in real classroom situations. As a result, there is still limited understanding of how lecturers use display questions as part of their teaching strategy. In addition, previous studies often focus on school contexts, such as primary and secondary education, while research in higher education settings is still limited. In university classrooms, the interaction between lecturers and students may be different, as students are expected to be more independent and active. Therefore, it is important to study how display questions are used by lecturers in higher education and how they influence students' responses.

Based on the discussion above, it can be concluded that display questions play an important role in classroom interaction. They are not only used to test students' knowledge but also to stimulate responses, guide thinking, and encourage participation. In practice, lecturers often use display questions as a way to prompt students, followed by additional questions that lead them toward the correct answer. This shows that display questions are part of a dynamic questioning strategy that supports the learning process. Therefore, this study aims to analyze how lecturers use display questions in classroom interaction. It focuses on how these questions are used to stimulate students' responses, how they are combined with follow-up questions, and how they influence students' participation. By examining this, the study is expected to provide a clearer understanding of how display questions function in real classroom contexts and how they can be used effectively in teaching.

## **RESEARCH METHOD**

This study employed a qualitative research design using a discourse analysis approach. Qualitative research was chosen because this study aims to explore and understand how lecturers use display questions in classroom interaction. Instead of focusing on numerical data, qualitative research emphasizes the interpretation of meaning in social contexts. Qualitative research is suitable for exploring complex phenomena and understanding participants' behavior in natural settings. In this study, discourse analysis was applied to examine how language, particularly display questions, is used by lecturers during classroom interaction (Colorafi & Evans, 2016; Lambert & Lambert, 2013). Discourse analysis focuses on how language functions in context, including how it constructs meaning, relationships, and roles. Therefore, this approach is appropriate for analyzing how display questions are used as part of teaching strategies.

The participants of this study were lecturers who conducted teaching and learning activities in the classroom. The selection of lecturers as participants was based on their central role in managing classroom interaction. In classroom discourse, lecturers act as the main speakers who control the flow of communication, especially through questioning strategies. This study did not focus on the number of participants, but rather on how the lecturers used display questions during their teaching (Heeren et al., 2022; Peach, 2021). The classroom setting was chosen because it provides a natural context where interaction between lecturers and students occurs. Observing real classroom situations allows the researcher to capture authentic data without manipulation. The main instrument used in this research was observation. Observation was chosen because it enables the researcher to collect data directly from real classroom interaction. Observation is considered one of the

most effective methods in qualitative research to understand behavior in natural settings. In this study, the researcher observed how lecturers asked questions during the lesson, particularly display questions. In addition to observation, note-taking was used to record important information, such as the types of questions asked and the students' responses. The researcher acted as a non-participant observer, meaning that the researcher did not interfere with the teaching process but only observed and recorded the interaction.

The data collection procedure was conducted by observing classroom activities and taking notes on the questions asked by the lecturers. During the observation, the researcher focused on identifying display questions used by the lecturers. The researcher carefully recorded the questions, including how they were delivered and how students responded. Special attention was given to situations where lecturers asked questions repeatedly or followed up students' answers with additional questions. This is because display questions are often used as part of a sequence rather than a single question (Erdal Marta Bivand et al., 2022; Hofisi et al., 2014; Sutton & Austin, 2015). Teacher questioning is often dynamic and involves a series of interactions rather than isolated questions. Therefore, the data were collected in a natural classroom setting to reflect real teaching practices. In addition to recording the questions, the researcher also noted the context in which the questions were asked. This includes the topic of the lesson, the situation in the classroom, and the interaction between the lecturer and students. Understanding the context is important because the meaning and function of questions depend on how they are used in interaction. By considering the context, the researcher was able to interpret the role of display questions more accurately.

The data analysis in this study was conducted using a discourse analysis approach. The first step in the analysis was identifying and classifying the types of questions used by the lecturers. The researcher focused on distinguishing display questions from other types of questions. After identifying the display questions, the next step was analyzing their functions in classroom interaction (Miles et al., 2014). Qualitative data analysis involves coding and categorizing data to identify patterns and meanings. In this study, the researcher categorized display questions based on their functions, such as testing knowledge, stimulating responses, and guiding students' thinking. Furthermore, the researcher analyzed how display questions were followed by additional questions. In many cases, lecturers did not stop at one question but continued asking follow-up questions to lead students toward the expected answer. This pattern was analyzed to understand how display questions function as part of a broader questioning strategy. The researcher also examined how students responded to these questions and how the interaction developed as a result. This analysis aimed to show that display questions are not only used to test knowledge but also to encourage participation and support learning.

In conclusion, this research method was designed to explore the use of display questions in a natural classroom setting. By using qualitative research and discourse analysis, this study focused on understanding how lecturers use questions as part of their teaching strategies. Observation and note-taking were used to collect authentic data, while discourse analysis was applied to interpret the data. Therefore, this method is considered appropriate for achieving the objectives of the study and providing a deeper understanding of classroom interaction.

## **FINDINGS**

This section presents the findings of the study based on classroom observation focusing on how the lecturer uses display questions during the teaching and learning process.

The findings show that display questions are consistently used as part of everyday classroom interaction. Although the lecturer observed in this study was not teaching a discourse-related subject, the use of display questions appeared naturally as a practical strategy to manage communication, encourage student participation, and maintain the flow of the lesson. This supports the idea that questioning is a central feature of classroom discourse. One of the most noticeable findings is that display questions are frequently used to initiate classroom interaction. At the beginning of the lesson or when introducing a new topic, the lecturer tends to ask simple and familiar questions. These questions are not intended to obtain new information, as the lecturer already knows the answers, but rather to activate students' prior knowledge and prepare them for the lesson. Language in classroom interaction often serves social and pedagogical purposes beyond information exchange. In this context, display questions function as an entry point to involve students in the learning process.

Another important finding is that display questions are used to stimulate student participation, particularly when the classroom becomes passive. During the observation, it was found that students often remain silent when the lecturer provides explanations. In response, the lecturer uses display questions to encourage students to respond. The lecturer repeatedly asks questions and sometimes rephrases or simplifies them to make them easier to answer. This indicates that participation is actively constructed through interaction, rather than occurring naturally. Questioning strategies play a key role in promoting student engagement. Teacher questioning can reduce student passivity and increase participation. The findings also reveal that repetition is a common strategy in the use of display questions. When students do not respond or provide incomplete answers, the lecturer tends to repeat the question or present it in a different form. This repetition helps students better understand what is being asked and provides additional time for processing. Effective questioning involves adapting to students' level of understanding. In this study, repetition functions as a way to bridge the gap between the lecturer's expectations and students' responses. In addition, repetition in teacher talk can support comprehension and facilitate interaction.

In addition to repetition, the findings show that display questions are often used in sequences rather than as isolated questions. The lecturer rarely asks only one question and then moves on. Instead, questions are asked continuously, forming a chain of interaction. When students provide partial or incomplete answers, the lecturer follows up with additional questions to guide them toward a more complete response. This sequential use of display questions indicates that questioning is structured and purposeful. Follow-up questions are important in extending students' thinking, while extended questioning sequences help learners co-construct knowledge in classroom interaction. Another significant finding is that display questions function as a guiding tool in the learning process. Rather than providing direct explanations, the lecturer often uses questions to lead students step by step toward the expected answer. This approach encourages students to think actively and engage with the material. Classroom dialogue plays an important role in developing students' thinking through guided interaction. In this study, display questions help break down complex information into smaller parts, making it easier for students to understand.

Furthermore, the findings indicate that display questions play a crucial role in maintaining classroom interaction. The lecturer frequently alternates between asking questions and providing short explanations. This creates a more dynamic and interactive learning environment where students are continuously involved. Without the use of questions, the classroom tends to become passive, with students only listening to the lecturer. Teacher questioning is a key element in sustaining classroom communication. Interactional practices such as questioning are essential in maintaining engagement. The findings also

show that the lecturer uses simple and informal language when asking display questions. The use of everyday language and a friendly tone makes students feel more comfortable and reduces anxiety. This increases their willingness to respond. A supportive learning environment encourages participation and reduces students' fear of making mistakes. In this study, the lecturer's informal approach contributes to a more relaxed classroom atmosphere.

In terms of students' responses, the findings reveal that most answers to display questions are brief and straightforward. Students tend to provide short responses rather than extended explanations. This suggests that display questions function primarily as a quick checking tool. Display questions typically elicit short and predictable answers. However, these responses still play an important role in classroom interaction, as they allow the lecturer to assess students' understanding and determine whether further explanation is needed. Controlled questioning is useful for monitoring comprehension. Another finding is that not all students respond actively to display questions. Some students remain silent, especially when they feel unsure or lack confidence. This indicates that the effectiveness of display questions depends on various factors, including students' confidence and classroom atmosphere. Behavior in natural settings is influenced by contextual conditions. Willingness to communicate is affected by anxiety and confidence levels. To address this, the lecturer sometimes modifies the question or directs it to specific students, showing flexibility in questioning strategies.

In addition, the findings show that display questions are sometimes combined with other types of questions, such as guiding or leading questions. This combination helps the lecturer manage classroom interaction more effectively and ensures that students remain engaged. Combining different questioning strategies can enhance classroom communication and support learning. Overall, the findings demonstrate that display questions are widely used as a practical strategy in classroom interaction. They are not only used to check students' knowledge but also to stimulate participation, guide thinking, and maintain the flow of communication. The lecturer uses display questions in a flexible and adaptive way, depending on the classroom situation and students' responses. This supports the view that classroom discourse is dynamic and shaped by ongoing interaction.

Based on these findings, it can be concluded that display questions play a significant role in supporting the teaching and learning process. Even in non-discourse subjects, display questions are naturally integrated into classroom communication. They help create a more interactive learning environment and encourage students to participate actively. Although their effectiveness may vary depending on the context, display questions remain an important tool for lecturers in managing classroom interaction and facilitating students' learning.

## **DISCUSSION**

The findings of this study show that display questions play a significant role in shaping classroom interaction. One of the main insights is that display questions are consistently used to initiate interaction and involve students at the beginning of the lesson. This suggests that questioning is not only a teaching technique but also a way to open communication in the classroom (Yeung et al., 2023). Teacher questioning functions as an interactional tool that organizes participation and structures classroom discourse. In this study, display questions serve as an entry point that allows students to engage with the lesson from the start. Another important point is that display questions are used to stimulate student participation, especially when students tend to remain passive. The findings indicate that students do not always respond spontaneously and often need to be encouraged through

repeated questioning. Teacher-led questioning can increase student engagement by creating opportunities for participation. In this case, display questions function as a strategy to push students to respond, even when they are initially reluctant.

The lecturer's use of repetition and simplification also reflects an adaptive teaching approach. When students do not respond, the lecturer modifies the question to make it easier to understand. This shows that questioning is a flexible process that depends on students' responses. Effective teaching involves scaffolding, where teachers adjust their language and strategies to support learners. The findings of this study clearly demonstrate how display questions are adapted to meet students' needs in real time. In addition, the sequential use of display questions reveals how questioning can guide students' thinking. Rather than asking a single question, the lecturer asks a series of related questions to lead students toward the correct answer. This pattern reflects the idea of guided interaction, where learning is developed step by step through dialogue. Extended questioning sequences allow students to co-construct understanding with the teacher. In this study, display questions function as a tool to gradually build students' comprehension. The role of display questions in maintaining classroom interaction is also significant (Markee, 2015). The lecturer frequently alternates between asking questions and providing short explanations, which keeps the classroom dynamic. Interaction is essential in language learning and is largely shaped by teacher talk. Display questions, therefore, help sustain communication and prevent the classroom from becoming passive.

Another finding is that students' responses to display questions are generally short and simple. This is not surprising, as display questions typically require specific answers that are already known by the teacher. Such questions often result in limited responses because they focus on checking understanding rather than encouraging extended discussion. However, these short responses are still useful because they allow the lecturer to quickly assess students' comprehension. At the same time, the presence of silent students shows that display questions do not always guarantee participation (Abdullah et al., 2012; Forslund Frykedal & Hammar Chiriach, 2018). Some students may feel unsure or lack confidence when answering questions. Students' willingness to communicate is influenced by psychological factors such as anxiety and confidence. Therefore, the effectiveness of display questions depends not only on the questions themselves but also on the classroom environment. The lecturer's use of simple and informal language when asking questions also plays an important role. A relaxed and supportive atmosphere can reduce students' anxiety and encourage them to respond more freely. Teacher communication style has a strong impact on student engagement. In this study, the lecturer's approachable way of asking questions helps create a more comfortable learning environment.

From a broader perspective, these findings have important implications for teaching practice, especially in English Language Teaching (ELT). Although display questions are often considered less effective than referential questions, this study shows that they still play a crucial role in classroom interaction. Different types of questions serve different purposes in teaching (Chicherina & Strelkova, 2023; Crompton et al., 2024; Derakhshan & Shirmohammadli, 2015). Display questions, in this case, are effective for managing participation and guiding learning. Furthermore, this study contributes to academic knowledge by showing that display questions are not limited to language classrooms but are also used in general teaching contexts. This suggests that questioning strategies are universal and can be applied across different subjects. Teacher questioning remains one of the most powerful tools in classroom interaction, regardless of the subject being taught.

Overall, the discussion demonstrates that display questions are a flexible and

multifunctional strategy in classroom interaction. They help initiate communication, encourage participation, guide students' thinking, and maintain interaction. Their effectiveness depends on how they are used, particularly in terms of repetition, simplification, and delivery. Therefore, display questions should be seen not as simple or limited questions, but as an essential part of effective teaching practice. In conclusion, the findings of this study confirm that display questions play a meaningful role in classroom discourse. Even though they often generate short responses, their consistent use contributes to creating an interactive learning environment. This highlights the importance of questioning strategies in supporting student engagement and improving the overall quality of classroom interaction.

## **CONCLUSION**

This study aimed to analyze the use of display questions in classroom interaction, focusing on how lecturers apply them and how they influence students' participation and responses. Based on the findings, it can be concluded that display questions play a significant and multifunctional role in the teaching and learning process. The study reveals that display questions are consistently used as a natural part of classroom communication. Lecturers use these questions not only to check students' understanding but also to initiate interaction, stimulate participation, guide students' thinking, and maintain the flow of the lesson. Rather than functioning as isolated questions, display questions often appear in sequences, where one question is followed by additional questions to help students reach the expected answer. This shows that questioning is a structured and purposeful strategy in classroom discourse. Another important finding is that display questions help encourage student participation, especially in situations where students tend to be passive. The lecturer actively uses repetition, simplification, and rephrasing to make questions more accessible and to support students in responding. This indicates that participation in the classroom is not always spontaneous, but often needs to be facilitated through interaction. Although students' responses are generally short, they still play an important role in maintaining communication and allowing the lecturer to monitor understanding.

In addition, the findings highlight that the effectiveness of display questions is influenced by several factors, including students' confidence, classroom atmosphere, and the lecturer's communication style. The use of simple and informal language contributes to a more supportive environment, which encourages students to participate more actively. However, the presence of silent students also shows that display questions alone are not always sufficient to ensure full participation. From a broader perspective, this study emphasizes that display questions are not merely a basic questioning technique, but an essential tool in shaping classroom interaction. They help bridge the gap between passive listening and active engagement, making the learning process more interactive and dynamic.

Furthermore, this study contributes to existing research by showing that display questions are widely used not only in language-focused classes but also in general classroom contexts. Based on these findings, it is recommended that lecturers use display questions strategically by combining them with follow-up questions and adapting them to students' needs. Creating a supportive classroom environment is also important to maximize student participation. In addition, future research is suggested to explore the use of display questions in different educational levels or to compare them with other types of questions, such as referential questions, to gain a deeper understanding of their impact on classroom interaction. In conclusion, display questions play a crucial role in facilitating classroom communication and supporting student engagement. Their flexible and adaptive use allows lecturers to

manage interaction effectively and create meaningful learning experiences. Therefore, understanding and applying effective questioning strategies can contribute to improving the overall quality of teaching and learning processes.

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