

QUESTIONING TECHNIQUES IN A LESSON

Uses of questions:	
• to introduce lectures	• to stimulate interaction throughout the lecture
• to summarise content	• to test students' preparation
• b. to arouse interest	• to stimulate critical thinking
• d. to test achievement of objectives	
NB: Involving students through questioning helps to maintain their attention - critical when topics are complex and lectures are long.	

Suggestions for using questions:	
• Ask questions of the entire group – allow for volunteer but must guard against some students dominating the discussion.	• Target a question to a specific student – can be used to involve more of the students if group is relatively small.
• Use students' names when asking and answering questions – the recognition is a powerful motivator.	• Provide positive reinforcement when students respond
• Repeat students' questions and answers to ensure that all students hear the discussion.	• When a student asks a question, you can <ul style="list-style-type: none"> ➢ answer the question directly, ➢ respond by asking the different, related question or ➢ offer the question to the other students.
• Try to avoid a pattern in asking and answering questions to give better impact on the teaching	

Principles of Questioning	
• Distribute questions so that all, including non-volunteers, are involved.	• Balance factual and thought-provoking questions.
• Ask both simple and exacting questions, so that poorer students may participate	• Encourage lengthy responses and sustained answers (avoid yes-no questions).
• Stimulate critical thinking by asking : “To what extent?”, “How?”, “Under what circumstances?” <ul style="list-style-type: none"> ➢ allow time for thought. ➢ phrase questions clearly, within the vocabulary limit of the class. ➢ encourage students to comment on the answers or classmates. ➢ never interrupt a student who is attempting to answer 	• Use the overhead technique : (1) question; (2) pause; (3) name.
• If a student asks a question, don't answer until you've asked the class : “How would you answer that question...?”	• Personalise questions: “Pretend you are...what would you do?”
• Suggest partnership by inquiring : “How can we...?”	•

Checklist for Effective Questioning	
• Pay attention to your questioning technique	• Master your subject for effective questioning
• Questions must be guided by definite aims	• Good questions should be purposeful, clear, brief, natural, thought-provoking, adapted to the level of the class and limited in scope
• Use a variety of questioning language: why, how, explain, justify, compare, etc.	• Try to avoid certain question types, such as yes-no, tugging (e.g. <i>“Come on, think of a third reason”</i>) and vague (e.g. <i>“Tell us about concave lenses.”</i>)
• Handle incorrect, partially correct and fully correct answers appropriately.	