

Questions & Questioning technique

Objectives: At the end of this lesson you shall be able to

- explain the importance of Questions
- list the purpose of questions
- classify questions used for teaching/training
- describe the characteristics of good questions
- explain the steps in questioning technique.

Introduction

Questions are essential teaching tools and their skillful use is part of instructor's job. Good questioning is an art. Questions play important role in learning, teaching and testing. Properly used questions can also help participation in the instructional subjects.

But on the other hand, the learner can continue to day dream or even his present participation may be spoiled if the instructor uses improper methods of questioning.

Good questions lead to good communication and understanding amongst trainees and between the instructor and his trainees.

Purpose of Questions

Questions are asked at different stages of a lesson. There are certain important purposes of asking questions in classroom. They are as follows:

- Stimulates interest in the lesson.
- Helps to maintain attention.
- Helps to stimulate thought provoking of trainees.
- Provides trainees to think.
- Enables trainees to recall the answer from their memory.
- Enables trainees to clear doubt and misunderstanding.
- Enables the instructor to find out the effectiveness of teaching-learning.
- It serves as a revision.
- To create trainees confidence of having acquired knowledge.
- Makes the trainees use their previous knowledge and test their knowledge as well as achievement of learning the subject.
- Establishes communication between the Instructor and trainees.
- Focus the trainee's attention on the major points or principles to be remembered.

- Develops the ability to organize ideas and speak effectively.
- To find out individual differences and difficulties.
- To call for the attention of the inattentive learner.

Classification of questions

- Introductory/preliminary questions.
- Developing questions.
- Disciplinary questions.
- Recapitulative questions.

Introductory questions

These questions are asked at the preliminary stage in order to introduce the subject matter to the learners. These questions are also known as introductory questions. These are often meant for testing the previous knowledge of the trainees to prepare them for the topic in hand.

Developing questions

Developing questions are the life and blood of the main subject matter. These are teaching questions. They are more useful during the presentation steps of teaching a lesson. The main objectives of these questions are

- To develop a particular line of thought.
- To present significant facts to the trainees.
- To lead the trainees from step by step information for observation.
- To keep the trainees alert throughout the lesson.

Disciplinary questions

The questions that were asked in order to claim the attention of the inattentive learners to make them participate in the activity of the class are known as disciplinary questions.

Comprehension questions

These questions are used to evaluate the understanding of learners after completion of the lesson for application and testing the knowledge acquired.

Recapitulative questions

Recapitulative questions are highly useful to test the result and outcomes of what the teacher taught. These questions are generally put at the end of the lesson or even when the particular unit of lesson is finished.

In addition to the above important questions, some more questions are used in different purpose as needed while:

- Review of questions
- Presentation of questions
- Inviting questions
- Assignment questions
- Preparing test questions
- Preparing examination questions
- Preparing problem questions
- Preparing thought provoking questions
- Preparing drill questions

Characteristics of good questions

There are certain qualities required to say that the question is good. Those qualities are as follows:

- Clarity
- Simplicity
- Challenge
- Specificity
- Definiteness
- Relevance
- Language
- Directivity

Clarity

The question must be constructed in such a fashion that the trainees should understand easily what is wanted by the questions, even though they may not know the correct answer to the questions.

E.g.: What is the make of the Scooter using? - This is a confusing question.

Whereas, **which brand of scooter you are using?** - is a clear question.

Simplicity

The teacher must carefully use the word in the question without having any unusual terms which may be difficult or impossible for the trainees to understand the meaning. Therefore, questions must be simple.

Challenging

A good question must stimulate thought i.e. to compare or evaluate and should come to a conclusion and should have a challenging nature.

E.g.: How does the cost of a Diesel Engine car is higher than a Petrol Engine car?

Specificity

Question should call for specific rather than general answer and free from ambiguity. The trainee should never be encouraged to bluff and generalize without having some data on which to base the answer.

Definiteness

Question must not be subjected to, too many interpretations. There should be only one answer to a question.

E.g.: Who was your Chief Minister? - this is not a correct question, whereas, who was your first Chief Minister? - The question is having a definite answer.

Technique of Questioning

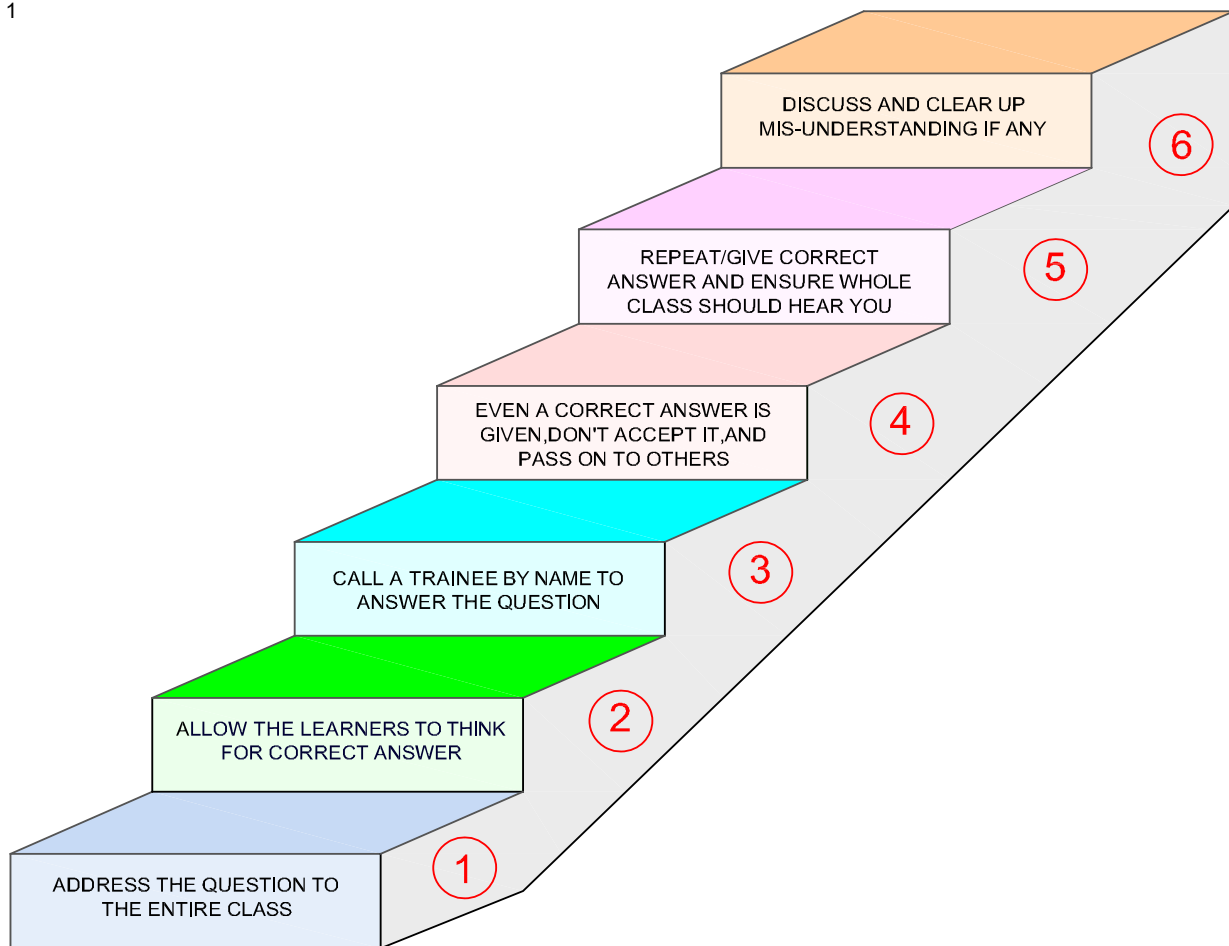
“The Art of Classroom questioning” is shown in Fig 1.

- Throw the question to the entire class.
- Allow sufficient time for the trainees to think for the correct answer.
- Call a trainee by name to answer the question.
- Listen to the answer and do not accept the first correct answer. Pass on and ask some more trainees to make sure how far others know it.
- Repeat/Give the correct answer clearly and loudly and ensure that the entire class hears you.
- Discuss and clear up misunderstanding, if any.

Important Note:

- Question should be in a clear and understandable language. Accept individual answering only. Question should be asked in a pleasant manner to engage the trainee to think by which the correct answer would be given.
- Allow one trainee to answer at a time; do not allow a group answering.
- At the end, correct answer given must be appreciated so that it gives a source of encouragement to the learners.

Fig 1



STEPS IN QUESTIONING TECHNIQUE

SPT040201

Improper techniques of asking questions

- Double and triple questions
- Rotational questions to the same learner repeatedly
- Questioning continuously
- Questions asked to bright trainees only
- Asking yes or no questioning while teaching

Class room question may be classified under the headings. "Thought provoking interpretational questions/ memory/recognition type questions".

Use the 5W's and 1H

Thought provoking question call for the ability to answer in terms of thinking/recalling and responding. This type of question is also called as "FACT" questions. This type of questions should be asked that include the words, Why, What, Who, When, Where, How, etc.,

E.g. What is the use of information sheet?

Why teach only one procedure at a time?

Memory type questions

These questions which are to be answered with reference to something that has been learnt in the past. Hence the trainee just has to recollect the previous experience, even by observation and should answered without much thinking. This type of question should be asked with the - How, Where etc.,

E.g. How milling machine is classified?

Where round file is used?

Questions can be named as per the situation or the occasions in which it is being asked. Accordingly to questions which can be asked in each step of teaching are as follows:

- Preparation Step** : Introductory or review questions
- Presentation Step** : Developmental questions
- Application Step** : Recapitulative questions or Revisionary questions
- Test Step** : Test question or Examination questions, Assignment questions, Drill questions, Comprehensive questions etc.,