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Questioning Strategies in Algerian Schools under the Modern Approach

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Abstract:

This research investigates the role of questioning in the teaching-learning process. Teachers must possess a range of skills, including planning, implementation, and evaluation, to effectively facilitate learning. The study aims to identify the types of questions teachers pose and the factors that influence question selection, such as learner characteristics and cognitive levels. It also explores the challenges associated with questioning and provides suggestions for improving teachers' questioning skills. Specifically, the research seeks to answer the following questions: Why do teachers ask questions? What types of questions are commonly used? How can teachers formulate effective questions? And what are the potential challenges and solutions related to questioning in the classroom?

Keywords: Teaching, teacher, learner, skills, planning, implementation, evaluation, objectives, procedures, test, questions, instructional tool.

1. Introduction

The educational process requires that the teacher master a range of essential skills, such as planning, implementation, and evaluation. Each of these skill sets has specific competencies that are critical to effective teaching and learning outcomes. For example, the skill of planning demands proficiency in content analysis, content organization, understanding learner characteristics, deriving and selecting relevant objectives, and defining instructional procedures.

Implementation skills also entail various competencies, including creating a conducive classroom environment, motivating students to learn, explaining concepts clearly, asking purposeful questions, demonstrating practical activities, and using educational tools effectively.

Evaluation skills, on the other hand, involve preparing assessment questions, correcting tests, diagnosing learning errors, and addressing them with targeted interventions. In this context, we will focus on the skill of using questions in the learning process, examining it in some detail, as it is indispensable for teachers during instructional delivery. It is difficult to envision any teaching strategy that does not incorporate a variety of questions aimed at achieving different objectives and promoting a range of cognitive processes.

This study aims to determine the types of questions that should be posed based on the students' background knowledge, existing experiences, and cognitive levels. For instance, if a teacher intends to ask evaluative questions, they must first ensure that the students have access to the necessary knowledge and cognitive tools to answer such questions. It is essential that learners possess the abilities to recall, comprehend, apply, analyse, and relate concepts in order to effectively evaluate, form judgments, and express evaluative opinions.

2. The Purpose of Questioning:

A question is the source of the silence that characterizes the interrogative sentence¹. It is directed at a specific learner or a group of learners, with the aim of obtaining a verbal response from them, encouraging them to generate questions, or drawing their attention to a particular matter. Thus, a question is a movement that changes the course of existence².

It is worth noting that the tone of questions asked in the classroom varies according to the teaching situation. Questions may be phrased as exclamations or expressions of astonishment, or as commands to be carried out or prohibitions to be ceased. Their purpose is to inform anyone who hears them, ensuring a certain outcome³. Questions may also vary in their level of difficulty, ranging from easy to difficult to suit the abilities of all learners, whether weak, average, or excellent⁴. They may be general, addressing a broad objective, or specific, addressing a particular clear objective. There are questions that require clear and correct answers, such as those that test memory, and others that revolve around expressing opinions or engaging in discussions, for which there is no clear and specific answer, as they express a personal viewpoint or justify a particular impression.

3. Skills in Preparing Learning Questions:

These are a set of sub-learning procedures that the teacher performs with precision, speed, and the ability to adapt to the given teaching situation. These procedures are involved in the skill of evaluating test questions, diagnosing learning errors, and addressing them⁵. They also relate to the careful preparation of the question, selecting the responding learner, listening to the answer, processing it with the learners, and encouraging them to generate questions. The elements of these skills include:

4.1. Preparing Questions: The teacher's preparation of the main questions to be directed at the learners during the learning process requires them to analyse the content of the lessons into points and to formulate one or more questions for each point, provided that the question is linked to the educational objectives they seek to achieve⁶. The question should be suitable for its educational function, and the levels of questions should be varied so that they are not limited to lower-level thinking questions, but also include middle-level and higher-level questions whenever possible. The question should be related to the learners' cognitive and mental characteristics, encouraging them to participate and answer on their own or with guidance. The question should also have scientific value, meaning it relates to the fundamentals of the subject matter.

4.2. Waiting After Asking a Question: Teachers can be divided into two groups: those who are delighted by the bright student who answers a question as soon as the teacher finishes asking it, or even before they finish; and those who caution students against rushing to answer and scan the classroom for a while before allowing anyone to respond.

Encouraging learners to answer quickly is detrimental to the purpose of using questions as a means of training in thinking, as thinking is a process that requires organizing information and using it in a specific order to solve problems⁷ posed by the question. Therefore, it is recommended that the teacher wait for a period of time after asking a question, a period of silence, before allowing the first student to answer. This period is called the "wait time".

This period varies depending on the level of the question asked, ranging from three to ten seconds or more. For lower-level thinking questions, the wait time is usually around three to five seconds. For middle-level and higher-level thinking questions, the wait time is usually between three and ten seconds, while some may extend to thirty seconds or even a minute or more⁸.

During the wait time, the teacher directs their gaze at all students and reads any signals emitted by some of them, indicating whether or not they have understood the question. The attentive and understanding student is ready to

¹Blanchot, M. *The Questions of Writing*. (Transl. Naima Benabdelali&AbdessalamBenabdelali). Dar Toubkal.Casablanca, Morocco, 1st ed., 2004, p. 13.

²Ibid., p. 13.

³Brown, N. M., & Kelley, S. M. *Asking the Right Questions: A Guide to Critical Thinking*. (Transl. Najib Al-Hussadi& Muhammad Ahmad Al-Sayed). National Center for Translation., 1st ed., 2009, p. 39.

⁴Abu al-‘AzSalama, A. *General Teaching Methods: A Contemporary Practical Approach*. Dar Al-Thaqafa. Amman, 1st ed., 2009, p. 257.

⁵Zaghoul, E. A. R. *Principles of Educational Psychology*. Dar Al-Massirafor Publishing and Distribution, Amman, 1st ed., 2009, p. 327.

⁶Ibid, p. 327.

⁷Al-Qala, F., & Others. *General Teaching Methods in the Information Era*. University Book House, 1st edition, 2006, p. 242.

⁸The problem-solving method is one of the methods that are emphasized in science teaching, in order to help students find solutions (to problem situations) on their own, starting from the principle of this method, which aims to encourage students to research, question, and experiment, which represents the pinnacle of scientific activity, see: Teaching Methods in the Twenty-First Century, al-Fraj, A. L. *Teaching Methods in the 21st Century*. Dar Al-Massira for Publishing and Printing. Amman, 1st ed., 1426 AH/2005 AD, p. 125.

answer. This type of student usually opens their mouth slightly, or may move their lips, or open their eyes wider, or raise their head. On the other hand, the student who does not understand the question or is inattentive and unprepared can be seen with their head down, mouth open, jaw slack, and other expressive signs.

If the teacher finds that the students have not understood the question, they rephrase it, break it down, or provide some clues to clarify it. It may also be necessary to write it on the board.

5. Functions of Pre-requisite Knowledge Questions:

If the questions used in written assessments (assignments and tests¹) are used to measure the achievement of educational learning and determine the extent to which the desired objectives of the teaching-learning process have been achieved, or to identify the type of experiences and information that learners possess and the level of these experiences and knowledge, then the purpose of these questions used in teaching differs according to the stages of learning².

When a teacher considers the functions or roles that questions play in educational situations, given that they are the backbone of the teaching process³, they realize that they use questions to arouse students' attention during learning and to focus their attention. However, although this function is important, it does not summarize all the functions and roles, considering the number of roles that this type of question plays during each stage of the learning process, starting with the introduction and ending with evaluation, going through various stages to achieve diverse purposes, such as identifying the prior knowledge necessary for learners to learn the new subject matter.

Every new learning requires building on what came before it, meaning that learners' learning of a new topic is always linked to the existence of prior knowledge or skills related to that topic. In the absence of this knowledge for the learner, it is difficult for them to acquire the new learning with the expected proficiency, because this background represents the pre-requisites for learning this topic. For example, teaching the subject of the sentence requires knowledge of the learners' prior knowledge about the nominal sentence. Therefore, it is more appropriate for the teacher to ensure at the beginning of the lesson that the pre-requisites necessary for learning the new lesson topic are available, as questions are one of the basic methods used to achieve this goal.

6. Types of Questions and Their Educational Objectives:

6.1. Stimulating Questions: The teacher uses these to prepare learners for the new lesson, focusing their attention on the topic and motivating them to learn it. Stimulating techniques often rely on questions that are closed by the answer, thus creating a relationship characterized by openness⁴. Posing stimulating questions prepares learners for what is new, as they arouse their thinking and interest in the topic. For example, if the lesson topic is "Combating Social Ills," the teacher might ask: How can we combat these ills without compromising individual dignity?

6.2. Exploratory (Investigative) Questions: These questions prepare learners for the lesson and link it to the previous lesson. For instance, the teacher might say to the learners, "In the previous lesson, we discussed the topic of social ills," and point to a visual representation of this ill. "In this lesson, you will learn how to combat these ills." Then, they encourage learners to discover the information related to the lesson themselves with a little help from them. Learners can learn information through direct explanation from the teacher, but they can also learn the same information better by asking and answering a number of questions, because the question is eager for an answer and awaits it⁵. Thus, they discover this information themselves, and this type of question is called exploratory (investigative) questions. They often consist of a set of questions at the middle and higher levels of thinking.

6.3. Follow-up Questions: Here, the teacher assesses the learners' understanding of what they have learned during the lesson and corrects their learning errors through what are known as follow-up questions. When teaching learners a particular issue or a number of issues in class, the teacher must ensure that they have learned it, as it is possible that a percentage of learners have not understood the issue well, and some may have made errors in dealing with it. Therefore, they cannot overdo the asking of questions and exaggerate the analysis of things⁶.

Questions are one of the important methods for identifying and addressing this deficiency. We can find a set of guidelines for determining the extent of learners' understanding of what they have learned.

¹ A structured method to determine students' level of knowledge and skills in a previously learned subject. A good test should possess the following qualities: validity, reliability, objectivity, and comprehensiveness. Refer to: Assessment Strategies and Tools (Theoretical Framework), National Assessment Team, December 2004. Prepared by the National Assessment Team under the supervision of Canadian experts for the Knowledge-Based Economy Project, ERFKEE, p. 35.

² Mohamed, I. M. *Educational Psychology*. Dar Al-Massira, 1st ed., 2006, p. 94.

³ Khadher, S. *Readings in Curricula and Teaching Methods*. Dar Al-Arabiya for Publishing and Distribution. 1993, p 227.

⁴ Blanchot, M. *The Questions of Writing*. (Transl. Naima Benabdelali & Abdessalam Benabdelali). Dar Toubkal. p. 13.

⁵ Op cit, p 13.

⁶ Brown, N. M., & Kelley, S. M. (2009). *Asking the Right Questions: A Guide to Critical Thinking*. (Transl. Najib Al-Hussadi & Muhammad Ahmad Al-Sayed). National Center for Translation. p. 56.

Prepare a large number of questions that measure this understanding and write them on papers or small cards, as this makes it easier for the teacher to remember them and focus on short questions as much as possible, so that each question relates to a main or sub-point in the lesson.

Then distribute the questions to as many learners as possible, without focusing on those who raise their hands to request an answer, but direct the questions to inattentive or distracted learners as well, with the aim of encouraging them to listen and understand, as this educational procedure often helps to bring them back to the classroom atmosphere and participate in its various activities¹.

Here, the teacher should focus on the main and important points when asking questions, as the purpose of using questions is to inquire about important matters, experiences, and knowledge, not its margins or trivial aspects, as the main purpose of education is primarily to develop such skills in learners and to draw their attention to them and integrate them into their personality. Then, allow learners enough time to think after each question, which means that the questioner needs help to enable them to achieve understanding or a deeper appreciation of what has been said², and avoid resorting to mechanics and sequence in directing them; that is, do not move on to another question until the first has been fully answered in a conscious and mature manner.

The teacher should listen to the learner's answer, whether it is correct or incorrect, and then find out how they arrived at this answer by asking them more questions, revealing to them the extent of their understanding of the point in question and revealing any learning errors they may have, while being careful to ask a learner to write the answer on the board and discuss it with all the learners in the class, and direct them to write the answer in their subject notebook or homework notebook³.

6.4 Linking Questions

Here, the teacher should connect the lesson points using what are known as linking questions, ensuring the continuity and integration of the learning process. Questions are one of the most effective methods for achieving this connection.

By limiting each question to a specific answer, it becomes easier for learners to participate and provide responses⁴. If a question has multiple requirements, the teacher can break it down into smaller sub-questions, each with a specific answer, allowing as many learners as possible to participate, each according to their abilities, knowledge, and willingness. The more specific a question is, the better it is⁵. The teacher can then collect and summarize the students' answers to a single question.

A wise teacher avoids asking too many questions. They should determine the number of questions they can ask their students during a single session. A reasonable number allows students to think critically and provide thoughtful answers.

6.5. Follow-up Questions

These are questions directed immediately after each teaching unit to assess student learning. Students often have a strong desire for further learning, and these "follow-up questions" have proven effective in helping students learn and remember the material.

Teachers should avoid superficial questions that mask deeper ones and refrain from suggesting answers when asking questions, as this defeats the purpose of asking questions in the first place. Teachers should ask students thought-provoking questions whenever possible, without hints or clues, encouraging them to think critically and independently.⁷

7. Levels of Cognitive Questions

Cognitive questions refer to the questions or the educational performance that a learner exhibits when answering them. The cognitive level of a question varies depending on the educational objectives to be achieved. Therefore, questions must be linked to educational objectives with varying levels. Teachers should not only focus on lower-level thinking questions but also include medium-level and higher-level thinking questions⁸. There are questions related to simple, easy-to-answer objectives that require lower-level cognitive processes, such as recalling facts and examples. There are also questions related to more difficult objectives that require higher-level cognitive processes, such as those that

¹Atiyah, M.A. (2006) *The Sufficient Guide to Teaching Arabic Language*, Dar Al Shorouk for Publishing and Distribution, 2nd ed., p. 199.

²Brown, N. M., & Kelley, S. M. op cit, p. 39.

³Al-Harhi, S. R. (n.d.). *Continuous Evaluation from Theory to Practice*. Head of Early Grades Department, Jeddah Education, p. 69

⁴Dlaymi, T. A. H., & Waeli, S. A. K. (2005). *Arabic Language Teaching Methods and Curricula*. Dar Al-Shorouq, 1st edition, 2005, p. 28.

⁵Blanchot, M. op cit, p. 11.

⁶ Ibid, p 11.

⁷Hawamdeh, A., & colleague (2005). *Alim: Arabic Language for Primary Grades - Theory and Practice*. Dar Al-Jareer for Publishing and Distribution, Amman, 1st edition, 2005, p. 118.

⁸Al-Subhi, M. *The National Institute for Training Educational Staff and Improving Skills*. Taweenat Ali, Al-Harrach, Algeria, 2009, p. 132.

require recalling general information. Some questions are related to highly difficult objectives and involve higher-level cognitive processes, such as those that require applying general information to new situations.

The highest levels of questions are those related to educational objectives that require the discovery of general information through the processing of new examples that the learner sees for the first time, or that require the creation of a new idea. There have been multiple attempts to classify questions into graded levels according to the complexity of the cognitive process required to answer them. One of the most famous and widely used attempts is Bloom's taxonomy, which classifies questions into six levels: remembering, understanding, applying, analysing, evaluating, and creating¹.

7.1 Lower-Level Thinking Questions

7.1.1. Recall questions: These require the respondent to simply remember information, either by recognizing it or by retrieving it from memory in the same words in which it was learned.

7.1.2. Restatement Questions: These questions are valuable in any context where one is asked to respond to something heard or read; they also improve writing and speaking skills. They require the respondent to transform previously learned information from one form to another while maintaining the same meaning, without adding personal interpretations or explanations. For example:

- What is meant by the word "hadd" (sharp, acute) in Cheikh Abdel Hamid IbnBadis' statement: "Whoever says 'hadd' about his origin or says 'he died' has lied"?
- Compare knowledge and wealth using some rhetorical devices.

7.2. Intermediate-level cognitive questions

7.2.1. Explanation Questions (Interpretation): These questions arise from listening and reading, and they are a response to a systematic evaluation of what we hear and read. They require the respondent to explain or clarify a particular idea in their own words², such as explaining a Quranic verse, a hadith, a poem, a proverb, or a saying. For instance: What is meant by the saying "Your hands are tied, but your mouth is free"? Then, they might be asked to provide new examples to demonstrate their understanding of a concept, such as: What is the difference between a short vowel and a long vowel? What are the reasons for youth migration?

7.2.2. Comparison Questions: These questions are expressed in a way that is more consistent with the spirit of intellectual adventure that is the foundation of thinking³. They require the respondent to demonstrate their understanding of the similarities and differences between objects, phenomena, or complex topics based on a number of criteria (comparison criteria)⁴. For example:

- Compare the external structure of the hoopoe and the crow, highlighting their similarities and differences.
- Compare the elements of an adverbial phrase and a prepositional phrase.

7.2.3 Classification Questions:

These questions require the learner to categorize information, objects, events, or topics into specific groups or categories based on their attributes or characteristics. They must also explain the reasoning behind their classification. For example:

- Classify Arabic poetic meters into simple and compound meters based on their function, providing explanations.
- Categorize the following words (book, decides, my friend, throws) into defective verbs and verbs attached to the pronoun "ya" (you), based on your knowledge of grammar and provide explanations.

7.2.4 Generalization Questions:

These questions ask the learner to draw a general conclusion from specific instances or examples. For example: What can we conclude about the raising movement (idāfah) for the subject, predicate, predicate of inna, noun of kān, noun of lānāfiyalil-jins, and noun of lānāfiyalil-wahdah?

7.2.5 Application Questions:

These questions require the learner to apply their prior knowledge, gained through listening skills, to identify what is correct, distinguishing between sound and unsound reasoning⁵. They must solve a new problem that they have not been trained to solve or one that is similar in characteristics. For example:

- Are all nouns objects? Are all objects nouns?
- Resolution of the conflict is a characteristic of stories and novels. Do all stories and novels have a resolution? How do you deal with a story or novel that does not have a resolution?

¹Blanchot, M. op cit, p. 13.

²Salman, Z. M. (2008). *Modern Approaches in Effective Teaching and Learning*. The University of Jordan., 1st edition, 1428 AH/2008 AD, pp. 29-30

³Brown, N. M., & Kelley, S. M., p. 38

⁴ They are the basis for judging students' performance in light of their actual performance and often take a quantitative form. They are determined in light of the realistic characteristics of this performance." (See: Assessment Strategies and Tools: The Theoretical Framework, National Assessment Team, prepared by the National Assessment Team under the supervision of Canadian experts of the Knowledge-Based Economy Project, ERFKKE, p. 35).

⁵Brown, N. M., & Kelley, S. M. *Op cit*, p. 46

7.3 Higher-Order Thinking Questions

7.3.1 Analysis Questions:

These questions require learners to examine a given piece of information in detail, breaking it down into its constituent parts and identifying the relationships between them. Teachers can pose questions that encourage students to think critically and draw inferences without feeling embarrassed¹. This type of question can be applied to various subjects, such as literature, religion, science, history, art, or systems (like a library system). For example:

- Infer the literary school of thought of Gibran Khalil Gibran after studying and analyzing his poem "The Evening."
- What kinds of diseases can be caused by drinking tea at night?

7.3.2 Evaluation Questions:

These questions ask learners to assess an idea, product, or point of view based on specific criteria. They need to express an opinion or make a critical judgment about a particular issue, supporting their answer with evidence. Critical judgment requires a critical question that stimulates thinking about opinions, decisions, or better judgments². For example:

- Evaluate the following statement: "Humans are always aware of the reasons for their behavior." Explain your answer with evidence.
- Is the statement "Christopher Columbus discovered America" still valid? Why or why not?

7.3.3 Creative Questions:

These questions demand divergent thinking, leading to multiple, unrestricted answers that are innovative and original. They require the learner to restructure ideas and arrange them to arrive at a new and creative solution. These questions are open-ended, with no specific answer, and encourage the learner to think critically and explore different possibilities. For example:

- Predict the consequences of having a large number of university graduates in your country.
- Suggest a solution to the unemployment problem in your country.
- What do you expect from the BRICS organization if other economic countries do not join it?

8. Types of Oral Questions:

8.1. Direct Closed-ended Questions: These are questions directed by the teacher to a specific student and have only one correct answer. They measure the student's oral language skills³, such as: "What is the country famous for lemons?" or "What are the diacritical marks for the sound plural?"⁴.

8.2. Indirect Closed-ended Questions: These are questions directed by the teacher to all students and have only one correct answer, such as: "What is the grammatical case of the noun following 'إن' and its sisters?"

8.3. Direct Open-ended Questions: These are questions directed by the teacher to a specific student and have more than one possible answer, such as: "Which Arab countries do you hope to visit?"⁵

8.4. Indirect Open-ended Questions: These are questions directed by the teacher to all students and have more than one possible answer, such as: "What is the method and approach you would use to write a social article?"⁶

It should be noted that closed-ended questions, whether direct or indirect, do not usually stimulate much discussion. Open-ended questions, on the other hand, are different due to their multiple answers and potential for sparking dialogue and discussion. Posing such questions awakens students' interest, encourages them to participate, and stimulates their thinking at various levels due to the relationship between the types of questions asked and the levels of thinking they create⁷.

9. The Skill of Asking Classroom Questions:

The skill of asking questions in the teaching-learning process is the cornerstone of teaching. It is an old method used by teachers and educators in education. Socrates, for example, relied on asking his students questions and giving them the opportunity to think. He would sometimes doubt the correctness of their answers to push them to think further and then answer, thus generating ideas, analyses, and predictions that the learning situation requires⁸.

¹ Ibid, p 58.

² Ibid, p. 39.

³ Al-Harthi, S. R. *Continuous Evaluation from Theory to Practice*. Head of Early Grades Department, Jeddah Education, p. 16.

⁴ Marouf, N. (1985). *Characteristics of the Arabic Language and Its Teaching Methods*. Dar Al-Nafaes, Beirut, 1st edition, 1985, p. 239.

⁵ Canadian experts of the Knowledge-Based Economy Project, ERFKEE, p 77.

⁶ Ibid, p 81.

⁷ Hashim Awada, *Teacher Performance Development: Teaching Competencies, Continuous Professional Development*, Dar Al-Ilm for Millions, 1st edition, 2008, p. 79.

⁸ The skill of asking questions refers to the set of actions a teacher undertakes in a teaching situation, revealing their knowledge of the fundamentals to be followed when planning a question (question
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The variety of cognitive, emotional, and motor levels of questions should not be limited to one type or a single behavioral level, as this stifles thinking and molds learners into specific behavioral patterns and concepts that are not suitable for use in new life and school situations.

Avoiding questions that are likely to be a source of annoyance¹, and gradually progressing from easy to difficult questions, from simple to complex, according to the inductive method, helps students organize their thoughts and answers and build their understanding. It also encourages them to actively participate in the teaching and learning processes and avoids failed situations during learning².

It can be said that it is impossible to imagine effective teaching today without asking questions. Asking questions is essential in any method, regardless of its type. The discussion or inquiry or discovery method requires us to ask students throughout the lesson³.

The explanation and practical demonstration methods, as well as the problem-solving method, require us to ask them from time to time to ensure that they are following the lesson and understanding what we are explaining⁴.

Using questions at different stages of the lesson helps in preparation and motivation, and assists in implementing the procedures for achieving the lesson objectives, leading to assessment⁵. The question is the constant challenge to students' thinking both inside and outside the classroom. A successful teacher is one who asks students questions in a good way because this usually leads to good teaching. This strategy makes the teacher listen to their students and gives them opportunities to speak, showing their interest in them as learners who have the right to express their opinions and seek the truth, after motivating them to think and arouse their vitality, curiosity, and activity, and drawing their attention to important issues in learning and their interest in them, and instilling in them confidence and vitality, and making them feel the importance of their participation in the discussion and their role in enriching it.

Thus, through their answers, the teacher has learned about their opinions, their level of readiness, the types of ideas and attitudes they have, and the extent of their response and responsiveness to what they have learned⁶. This achieves the desired interaction in the teaching-learning process according to the dynamics of the action that produces an effect⁷.

10. The Skill of Responding to Student Answers:

10.1. Selecting a Responder from Among the Students:

One of the most important behaviors that the teacher must perform at this stage is to wait a moment before selecting the responder. They should always try to select as many students as possible to answer questions, so that a certain group does not dominate the answers. Then, they ask one of them to answer the question, call them by name, and show interest in their answer, such as approaching them physically and making eye contact.

10.2. Listening to the Student's Answer:

The standing posture of the responding student is one of the behaviors that the teacher pays attention to while listening to their answer, so that the rest of their classmates can hear them, especially if the number of students in the class is large. The teacher should give the student the opportunity to complete their answer and not interrupt them unless they digress from the topic during their answer. They should be wary of group answers, and if the student deviates from the answer, they should return them to the question being asked, encouraging them to use standard language and meaningful sentences. The teacher should show interest in what the student is saying through known means, such as body language, and encouragement to complete the answer. Finally, the teacher should record some elements of it on the board if they see it necessary.

10.3. Commenting on the Learner's Answer:

One of the behaviours is that the teacher should be careful not to rush to comment on the student's answer, but rather comment only after a period of time, from three to fifteen seconds, and allow them to continue answering if they have

formulation), and their ability to use all types of questions and skilfully guide the questioning process." Taweenat Ali, p 131.

¹Brown, N. M., & Kelley, S. M. op cit, p. 58.

²Daoud, W. M. *Teaching Strategies and Activities "Module"*. Assiut University, Faculty of Education. 2006, p. 91.

³Ibid, p. 80

⁴Jabali, H. *Educational Media*. Dar Osama for Publishing and Distribution, Jordan, 1st edition, 2006, p. 61.

⁵Bloom (B. Bloom) defines evaluation as a systematic collection of evidence that shows whether or not changes have occurred in a group of learners, and specifies the extent or degree of that change in the learner," as reviewed in the National Institute for the Training and Improvement of Education Users, Support for Specialized Training, prepared by Gali, A and Hanash, F. 2009, p. 154.

⁶Al-Rubidi, H. K. *Measurement and Evaluation in Education and Psychology*. Al-Janadriyah Publishing, Amman, 2003, p. 18.

⁷Ghazami, A. M. *The Culture of Questions: Essays on Criticism and Theory*. Dar Saad Al-Sabah, 2nd edition, 1993, p. 90.

something new to add. They should ask the rest of the students to think about their classmate's answer, and here the teacher takes the opportunity to think about the appropriate comment on the answer.

10. Evaluating Learners' Answers:

There is generally no absolutely correct answer, but there are better answers due to their accuracy and suitability¹. Among the procedures required at this stage, the teacher should not ignore any student's answer, no matter what. They should not repeat the same question with another student, nor ask a new question before commenting on the first answer, and should not rush to answer the question asked, whether the student is wrong in answering it or their answer is partially correct. Rather, they should work to help them answer by rephrasing the questions in a segmented way, making the student a researcher and a deducer of information, from which they infer and reason. Thus, the student is in a situation of investing the acquired knowledge that compels them to try new answers that interact with their previous answers through exercises². Finally, the teacher evaluates their students to see their ability to utilize their new learning, after rephrasing, segmenting, and simplifying. Through this, the student may be able to arrive at the answer themselves³.

The teacher should also vary the ways of dealing with students' answers according to the form and correctness of these answers, as they know that there are four main types of student answers: a correct answer phrased well, a correct answer phrased imprecisely, an answer that is partly correct and partly wrong, and a wrong answer or an "I don't know" answer.

11.1. Dealing with a Correct Answer Phrased Well:

Among the methods by which the teacher praises this type of answer is: "I am impressed by your correct answer...", "Your idea is amazing and wonderful, it reflects your competence...", "Your thinking shows your broad knowledge..."⁴. These methods are accompanied by signs that convey appreciation, such as a smile and a nod of agreement. However, the teacher should not exaggerate their praise for the student so that the verbal expressions and body language do not lose their impact on the student due to excessive repetition⁵. Then, the teacher repeats the student's answer enthusiastically and writes it on the board if it is creative or not heard enough by the rest of the students. The teacher should not miss the opportunity to ask one or more questions to the same answering student after they answer the original question, to develop or expand that answer in order to raise their intellectual level.

11.2. Dealing with a Correct Answer Phrased Imprecisely:

The teacher praises this answer in a way, such as: "Your answer shows that you understand, but can you phrase it more accurately?" or "Your answer shows that you have grasped the subject, can you repeat it to us again in a more precise scientific way?"⁶. If the student is unable to rephrase the answer, then the teacher gives them an opportunity to obtain more information related to their ideas and directions, and then gradually provides them with questions until they can rephrase their answer, because the two parties in the teaching-learning process are the teacher and the student⁷. If the student fails despite all this, the teacher gives them time and then returns to them after a while, perhaps they have formulated their answer in the required manner.

11.3 Dealing with Partially Correct Answers

When a student provides a partially correct answer, the teacher should acknowledge the correct portion while guiding the student to identify and correct the error. The teacher might say, "Your answer is mostly correct, but where do you think you might have made a mistake?" or "You're very close. Can you think about what part of your answer needs to be revised?" Or, the teacher could simply say, "There's a small error in your answer. Let's review it together."⁸ The teacher can then ask follow-up questions to help the student discover the error on their own, providing verbal cues to highlight the incorrect part and guide the student toward the correct answer.

11.4 Dealing with Incorrect or "I Don't Know" Answers

In such cases, the teacher should avoid discouraging the student by immediately labelling their answer as incorrect. The teacher should also avoid dismissing the student's response. Instead, the teacher can employ various strategies. For instance, the teacher should not limit themselves to asking questions about facts but should also create situations that encourage students to apply their knowledge and skills to find the best solution.⁹

¹Brown, N. M., & Kelley, S. M. op cit, p. 52.

² Ibid, p. 53.

³Heni, K. Competency-Based Teaching Approach, by, Algeria, 1st edition, 2005, p. 58.

⁴Taweenat Ali, op cit, pp. 134-135.

⁵ Classroom Management and Improving the Learning Environment, by Mohamed Ahmed Abdel Daiem, p. 06.

⁶Taweenat Ali, op cit, p. 135.

⁷Mansour, M. A. (2006). *Arabic Language Teaching Methods*. Dar Al-Zahraa. Amman, 2009, p. 249.

⁸Taweenat Ali, op cit, p. 135.

⁹Hathroubi, M. S. *Introduction to Competency-Based Teaching*. Dar Al-Huda., Ain Mellila, Algeria, n.d., p. 45) and Taweenat Ali. Op cit, p 135.

The teacher should also encourage the student to think further about the question and provide verbal encouragement. They might rephrase the question or break it down into smaller, more manageable parts¹. If the student is still struggling, the teacher could ask another student to answer the question and then return to the original student to see if they can now provide a correct response. Finally, the teacher should directly address the incorrect answer and re-explain the concept in a simpler way.

12. Developing Students' Thinking Skills: There are types of thinking that the teacher seeks to develop through teaching various subjects, most notably critical thinking, which requires asking important and difficult questions but that are also feasible, requiring less effort in critical thinking². By posing these questions, the teacher arouses students' interest. Although there are many complex methods that can be used to develop these types of thinking, oral questions require higher levels of thinking and are a simple tool that teachers can use to stimulate interaction, discussion, and observation³ of students' performance.⁴

Through this, the teacher learns about students' feelings, their inclinations, tastes, attitudes, and values. Such questions are called clarifying feelings questions, which helps to control students' behaviour in the classroom. Directing a question to a student who is distracted from the lesson by talking to their classmate may bring them back to the lesson, and this question may be related to the lesson topic. This type of question is called a behaviour control question.

By using dialogical questions, the teacher develops discussion and dialogue skills in students and encourages them to ask or generate other questions themselves⁵, thus developing their ability to ask questions. The lesson can be reviewed by asking a number of questions at the end of a time period, and the answers to these questions will be a review of what the students have achieved⁶.

13. Conclusion:

The clearer and more appropriate the questions are in their formulation, the more the teacher and students will have a learning environment rich in activity. The effects of these questions are not only reflected in producing high quantitative learning but also in making this learning enjoyable and free from behavioural problems. For questions to have these positive effects, the teacher must link them to the subject matter and the students' real-life experiences. If the questions clearly reflect this, they will meet a basic condition for their success and increased return. The teacher should be careful to use vocabulary that all students understand in their questions, avoiding obscure terms and using correct Arabic grammar. Colloquial language should be avoided except in rare cases for the purpose of clarification and approximation.

An important principle that the teacher can focus on regarding the clarity and structural correctness of questions is the direct understanding required by the question. Questions should be distributed fairly among students, meaning that the teacher should not ask the same student a second question until they have ensured that every student in the class has had their share of questions. In this way, they provide everyone with an opportunity to participate and contribute. This responsibility does not exempt students who are unable to answer, unwilling to do so, or silent and do not raise their hands. The teacher is required to encourage all students so that participation becomes widespread and learning is achieved.

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¹Zouqan, O., & Others. *Scientific Research: Concept, Tools, and Methods*. Dar Al-Fikr Publishing House, Amman, 6th edition, 1994, p. 145.

²Brown, N. M., & Kelley, S. M. op cit, p. 49.

³ The process of observing and monitoring learners through the teacher's senses, and recording information to make a decision at a later stage of the learning and teaching process. See: *Continuous Assessment from Theory to Practice*, by Al-Harhi, S. R., p. 70.

⁴ *Preparing Primary School Teachers*, by Mohamed Awada, University Book House, UAE, 1st edition, 2006, p. 297.

⁵ *Teaching Methods (Approach, Style, and Tools)*, by Radina Osman Yusuf, p. 80

⁶Marouf, N. op cit, p. 250.

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