

Questioning Skill and Probing Questioning

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Questioning Skill: A basic skill for effective teaching



Why do we ask questions :

- **To enable learning** : *By asking questions while teaching, teachers can increase the students' curiosity and motivation in learning, and can also build critical and analytical thinking skills.*
- **To maintain discipline** : *the learner remain attentive and disengage in other activities while the class is going on.*
- **To maintain the continuity of learning:** *even after the lesson .*

Kyriacou (2007) in his book Essential Teaching Skills mentions that the purposes of asking question as follow:

- To **encourage** students' thoughts and understanding on the lesson they learn
- To **check** students' knowledge, skills, and understanding
- To **gain students' attention on learning** and to warm up their interest on learning new thing before engaging in learning activities
- To **review** or to reinforce students' **previous learning** points before teach them new topics
- To teach a whole class members from a student' answer
- To **encourage students' participation** in learning activities
- To **allow students to express** their feeling by answering the question

Questioning skill

- **Skill to ask question**

This skill has following component:

- **how** to ask question
- **when** to ask
- **What** question to be asked i.e. relevance of questions



How to ask questions ?



The structure of question

Stimulating understanding

Language

body language ,
pitching

The distribution of question

To the whole class

To any specific student

Timing

Pause time

Wait time

When to ask

- In the starting : **Introductory Question**
- In the middle: **Developing Question** and **Diagnostic Questions**
- At the end: **Recapitulatory Question**.

What to be asked

- Question related with the lesson
- Questions which can corelate the knowledge with practical aspect
- Questions which stimulate further learning

- **What Not To Be Asked**

Dichotomy Questions (This Or That)

Yes No Type Question

Same Patterned Question

Multiple question at a time

Hypothetical questions

Follow **APPLE** rule

- **A**sk question
- **P**ause for 3 to 5 seconds
- **P**ick any learner who has raised hand
- **L**isten carefully to the answer.
- **E**xplain whether the answer was right or wrong . And add your explanation to it

Probing Question Skill *अनुशीलन प्रश्न कौशल*

- When the students are unable to give answer or complete answer teacher asks series of questions, these questions are called probing question technique.
- पाठ के विकास के लिए शिक्षक छात्रों से प्रश्न पूछता है और कई बार जब वे प्रश्न का उत्तर देने में असमर्थ रहते हैं तो सही उत्तर निकलवाने के लिए शिक्षक जिन प्रश्नों की सहायता लेता है उन्हें खोजपूर्ण प्रश्न/ अनुशीलन (Probing Question) कहा जाता है।

Components of Probing Question

- Prompting . अनुबोधन (Hint questions)
- Seeking further information. अधिक सूचना प्राप्ति
- Refocusing . पुनः केंद्रण (in what way this is different from)
- Redirection. पुनः निर्देशन
- Critical thinking . समीक्षात्मक अभिज्ञान वृद्धि (How and Why)

Prompting . अनुबोधन

Prompting involves the teacher giving clues or hints to the pupil and ask leading questions. Here, the teacher **neither supplies answers** to the pupil **nor does he/she redirect** the answer to some other pupils, but helps the pupil to answer the question himself. This technique allows the teacher to probe by prompting the pupil, even though at first instance it appears that the pupil cannot answer the question.

While using this technique, a teacher keeps the following two things in mind. Firstly, the teacher does not discourage the pupil for his/her no or wrong response. Secondly, the teacher helps the pupil to arrive at the criterion response by means of a systematic and **step-by-step questioning process**.



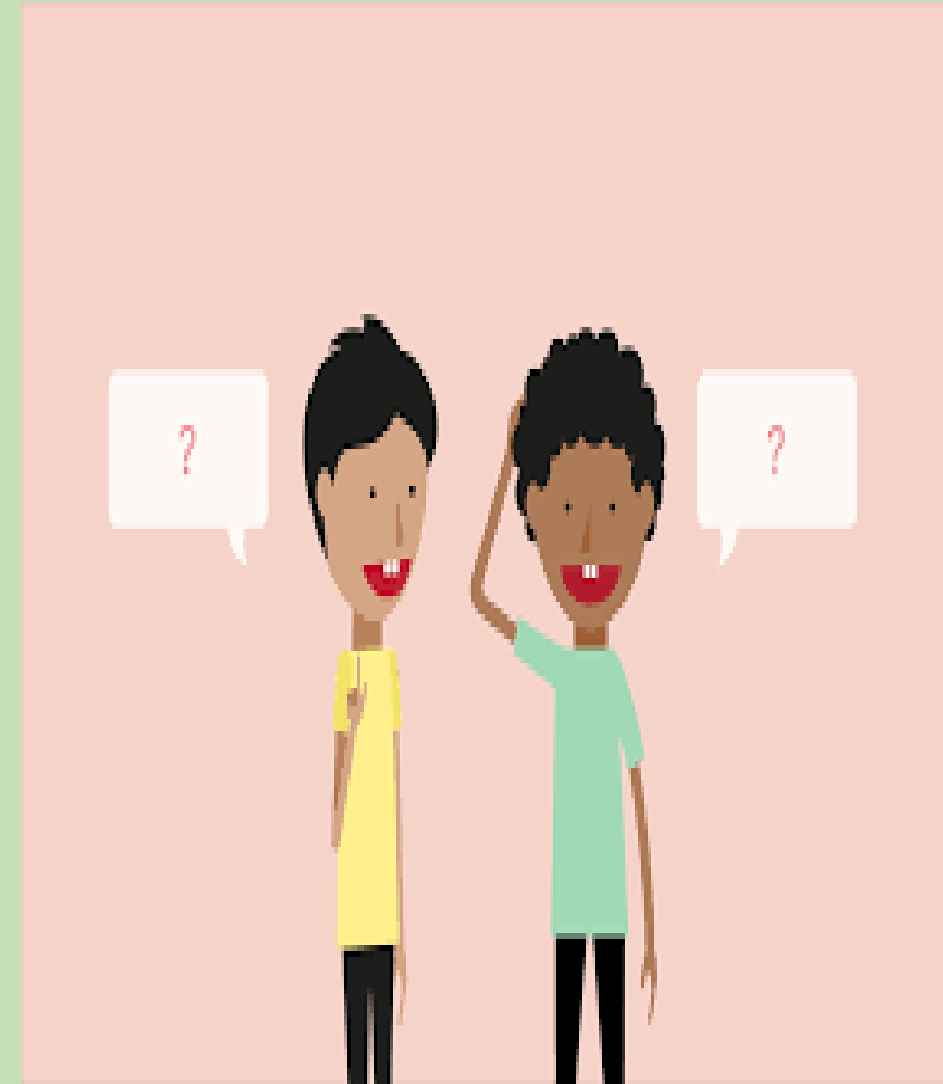
Seeking further information. अधिक सूचना प्राप्ति

- This technique is used when the initial response of a pupil is either incomplete or partially correct, then the teacher helps the pupil to clarify, elaborate, or explain his/her initial response.
- Here, the teacher elicits more information and meaning or seek further clarification from the pupil by asking questions.
- Seeking further information consists of asking the pupil to apply the additional information to bring the initial response to the criterion level or the expected level.
- The teacher may ask for more information



Refocusing . पुनः केंद्रण

- (In what way this is different from)
- This technique is generally used when the pupil gives a correct response. The teacher relates the present answer with the topic already covered in the class. When a pupil gives a correct response or gives a high-quality response, the teacher refocuses his/her or class attention to related issues. This technique consists of enabling the pupil to view his/her response **in relation to other similar situations.**
- **Transfer of learning / generalization**



Redirection. पुनः निर्देशन

Redirecting techniques involve putting or directing the same question to several pupils for a response. This can be used for the purposes of probing and for increasing pupil participation. Even after using the prompting technique when there is a 'no response' or 'wrong response' or 'incomplete response' teacher may redirect the same question to other pupils.



Critical thinking . समीक्षात्मक अभिज्ञान वृद्धि

This technique of probing questioning skill mainly involves asking 'how' and 'why' of a completely correct or expected response. The purpose is to seek increased critical awareness in the pupil. The teacher asks the pupil to justify his response rationally. Therefore, this technique elicits a rationale for his/her initial response



Thank
you

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