

EXPLORING TEACHERS' QUESTIONING STRATEGIES AND CLASSROOM INTERACTION IN THE JUNIOR HIGH SCHOOL

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This study explored the types of questions and the various questioning strategies employed by the teachers of English in the Junior High School Division of Jose Rizal University. Specifically, it sought to identify the types of questions commonly asked by teachers; find out what questioning strategies the English teachers employed in their classrooms; discover if these questioning strategies help stimulate classroom interaction; and determine courses of actions for recommendations to improve the teachers' art of questioning. Mixed methods design was employed in this study. The quantitative data were gathered from a teacher-made survey questionnaire administered to thirty-five (35) teachers who teach different subjects. Weighted Mean was used to calculate the quantitative data; whereas the qualitative data were classified into themes and categories for further analysis. The data were taken from the transcriptions of the actual classroom observation of six (6) English teachers. Results of the survey questionnaire revealed that most of the teachers always ask Probing questions. On the other hand, findings of the qualitative data showed that most of the teachers employed Redirection strategy to engage the students in classroom interaction, but students seldom challenged themselves to hold meaningful exchange. Hence, it is recommended that teachers employ various questioning strategies and ask different types of questions in order to further stimulate communication in the classroom.