

## Deped Teachers' Narratives on the Art of Questioning Strategies

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### ABSTRACT

This qualitative research explored the questioning strategies employed by selected Department of Education (DepEd) teachers and their insights into the art of questioning in the classroom. Anchored on a narrative inquiry design, the study gathered detailed experiences and reflections of teachers from Mercedes District to understand how effective questioning enhances student engagement and critical thinking. Findings revealed that teachers utilize a variety of strategies such as open-ended, probing, and higher-order questions to stimulate learners' thought processes. Participants emphasized the importance of timing, tone, and contextual relevance when posing questions. Challenges identified include time constraints and varying learner readiness. The study concludes that questioning is not merely a teaching tool but an essential pedagogical art that shapes meaningful classroom discourse. It recommends continuous professional development focused on effective questioning techniques to further empower educators.

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## **INTRODUCTION**

Over the years, our society has undergone significant changes, leading to a shift in our way of teaching especially in adjusting to the 21st century. It is crucial to consider the challenges that lie ahead for our students and ensure that they are provided with quality education preparing them to meet the demands, needs, and expectations of the future. To achieve this, there's a forceful necessity for an effective instructional practice that fosters critical thinking, reflection, questioning, collaboration, communication, and research skills. To equip our students with the necessary tools for success, it is essential to emphasize teaching methods that go beyond the proficiency of the students and encourage deeper engagement within the subject matter.

As cited by Aslansoy, Tiryaki, Cetin, and Duman (2016) in the paper of Berger (2014), it explains how US Silicon Valley entrepreneurs have said that "questions are new answers" and how vital questioning is in the subject of education. The famous scientist Einstein cited by Daniel (2014), says that "the most important thing is to not stop asking questions", which highlights the value of asking questions. The country's future educators will be trained by Teacher Education Institutions (TEIs) using learner-centered techniques, according to the Department of Education (DepEd), which asserts that the caliber of teachers across the board determines the caliber of education.

According to the article of Montemayor (2018), Dig-Dino said that most TEIs still use lecture-type discussions in their daily classes, which is not an appropriate approach for effective learning. A basic teaching strategy that both teachers and students can use to address a range of topics and learning levels is questioning. Effectively constructed questions aid learners in broadening, enhancing, and solidifying their comprehension. Asking questions and looking for information to learn more, make sense of something, or refute presumptions is the act of questioning. It is an essential component of how people learn and a vital tool for problem-solving and critical thinking. One of the most crucial instruments for directing and expanding students' learning is a question. Being proficient in questioning is a higher-level ability for teachers to possess since they can make the learning environment more relevant (Suartini, Suprianti, & Wedhanti, 2020). By using questioning strategies, teachers can assist students to learn more knowledge and meet their demands for a deeper grasp of the course.

Therefore, a teacher's job is to ask the proper questions to foster communication during class discussions. As stated by Ziyaeemehr (2016), the key to efficient communication and involvement during the learning process is asking the appropriate questions. The validity of questions is crucial for effective communication and interaction in the learning process. It allows learners to engage meaningfully and eliminates pressure. Formulating appropriate questions aligns with learners' abilities, interests, and prior knowledge, facilitating a smoother flow of information exchange. Valid questions encourage active participation, fostering a collaborative and inclusive learning environment. Caswell and LaBrie, (2017) claim that pupils can review or have a recollection of the lessons that were covered by asking questions.

Additionally, inquiry-based learning (IBL) places students at the foundation of the education process and allows them to take charge of education independently through by asking, researching, and responding to questions (Caswell & LaBrie 2017). A student-centered instructional strategy called IBL relevant assignments like projects, cases, and research to contextualize learning (Avsec, David, & Kocijancic, 2014). IBL is a method of teaching that places students at the center of their education and gives them the freedom to actively search for and learn information. This student-centered approach involves asking, researching, and responding to questions, fostering a sense of agency and autonomy. It uses real-world applications and authentic tasks to provide meaningful contexts, enhancing comprehension and retention of subject matter. IBL also promotes collaboration and communication among students, enhancing their understanding of the subject and preparing them for real-world challenges.

Moreover, teachers can more successfully support students' knowledge development by using questioning strategies. Teachers can foster a more cooperative classroom atmosphere that promotes communication between the teacher and students by using thoughtful questioning. Students can speak their thoughts and opinions during this encounter, making sure that their opinions are heard. Teachers can actively involve pupils in the learning process, creating a cooperative positive atmosphere that facilitates effective knowledge development. Effective questioning by teachers serves as a guide and directs learners in understanding the content of the lesson. It not only arouses their curiosity but also stimulates their imagination, motivating them to explore and discover new knowledge and elevates the inquiry process by challenging ideas and exposing contradictions, leading to the acquisition of new knowledge.

Furthermore, though there are lots of research findings about the questioning technique, the researcher found out that there is a need to explore the teachers' techniques for asking questions in the classroom. The purpose of this study is to describe the teacher's methods of questioning during the teaching and learning process.

This qualitative exploration delves into the intricacies of the art of questioning among elementary teachers. By examining the perspectives and practices of these educators, the researchers aim to uncover the diverse strategies they employ to facilitate effective learning environments. The researchers also delves into the teachers professional development, highlighting their experiences in seminars and workshops, professional development activities that best improve their skills in utilizing questions for the students. By understanding the nuances of questioning in the elementary classroom, the researcher can gain valuable insights into how teachers can enhance student engagement, foster critical thinking skills, and promote deeper learning. This exploration not only contributes to the existing body of knowledge in education but also provides practical implications for teacher professional development and instructional practices.

## **THEORETICAL REVIEW**

### ***Review of Related Literature***

Everyone is familiar with the process of asking and answering questions. From a young age, we are frequently addressed with questions, that continue throughout our schooling and into adulthood. As adults, we ask and answer questions in various interactions, whether with children, strangers, professionals, or educators. The art of questioning plays a crucial role in the teaching and learning process, serving as a powerful tool for promoting student engagement, critical thinking, and deep understanding. Effective questioning techniques enable teachers to stimulate student thinking, foster meaningful discussions, and facilitate knowledge construction. As such, understanding the art of questioning is essential for enhancing teaching practices and promoting student learning outcomes.

Teachers use various questioning techniques to encourage students to think critically, analyze information, and develop their research skills. These techniques aim to foster active participation and enhance students' understanding of the subject matter. One commonly used questioning technique is the Socratic method. It is a form of cooperative argumentative dialogue between individuals that encourages critical thinking. This involves asking probing questions to stimulate critical examination of ideas and promote deeper insights. where teachers ask open-ended questions to stimulate students' thinking.

By asking thought-provoking questions, teachers encourage students to explore different perspectives, evaluate evidence, and develop their conclusions. This technique promotes critical thinking and helps students engage actively in the learning process. Questioning plays a vital role in enhancing the cognitive abilities of the learners. Effective questioning can stimulate critical thinking and promote deeper understanding.

Vickram (2023) states that questioning is not merely a means to an end; it is a fundamental skill that unlocks the doors of curiosity and learning. When individuals ask questions, they actively engage with the subject matter, seeking clarity, insights, and connections. It is through questioning that learners can challenge assumptions, analyze information, and develop a deeper understanding of complex concepts. For educators, posing thought-provoking questions is a powerful tool to encourage active participation and stimulate the learners' critical thinking abilities.

Also, by employing questions aligned with Bloom's Taxonomy, the teacher guided the students through various levels of thinking, from recalling facts to generating innovative solutions. Each step in the questioning process enhanced their critical thinking, encouraging them to explore the subject matter deeply and creatively. The culmination of this thought-provoking discussion led the students to embark on their exciting PBL project, empowering them to make meaningful connections between their learning and real-world challenges.

For educators, thought-provoking questions stimulate active participation and enhance students' critical thinking abilities. Using Bloom's Taxonomy, teachers guide students through different thinking levels, from fact recall to innovative solution generation. This process deepens their understanding and

encourages creative exploration. It culminates in a PBL project, where students can connect their learning to real-world challenges.

According to Rauch (2022), he stated that teachers use questioning techniques to practice the skills and competence of the learners to dig deeper and have an understanding more about the topic, it allows engagement between teachers and learners, promotes critical thinking on the learner's part, and assesses the learning process of the learners in various subjects.

Effective questioning involves open-ended questions in particular the "Why and how" type of question that will encourage the learners to process more various of knowledge. Those effective questions stimulate discussion, creative thinking, and critical analysis, fostering deeper understanding and retention of material it will require students to encourage deep thinking and make use of various cognitive skills.

In addition, Dunlosky (2013) states that questioning serves as an assessment tool of the learner's performance or understanding regarding the topic and whether there is a learning process that occurs in the learner's progress.

For teachers, it is a need to be aware of how questions help diagnose student understanding of material. Also, teachers should be aware of the right time to ask questions, questions should be planned carefully and should be aligned to the goals of the lesson that would help to develop the thinking skills of the learners. Questions should align and connect with learning objectives and target different levels of learning in that way there is no confusion on the part of the learners to learn and understand a certain topic.

Understanding the different types of questions is essential for effective communication and information gathering. A leading question usually subtly, points the respondents' answer in a certain direction. Asking the students "How did you find the activity?" prompts the learners to question if they managed to enjoy the activity or not. In that way, it raises the chance the learners may not find the activity or the lesson well. And then it enhances the confidence of the learners to try to share what they learn. It points the child towards thinking more about the lesson or activity.

Literature teachers should use various question techniques, such as participation, proving, sequencing, wait time, balance, and student questions, to develop critical thinking skills and enhance questioning strategies. Video analysis can also be used for classroom observation (Ocbian & Pura, 2015).

### ***Related Studies***

In the field of education, teachers are essential in helping pupils learn and get involved. Elementary school teachers aim to nurture the capabilities of the students concerning the performance of a child when promoted to the secondary level of education.

In 21st-century living, it demands better and more practice skills of the students when in performing. Effective questioning in education plays a huge support in learners' progress. It fosters the students' skills and knowledge to be able to answer and ask questions regarding the curriculum that they need to know. The art of questioning plays a big role in teachers and learning part. The

skill of questioning is a potent weapon in their teaching arsenal since it may encourage active involvement, cultivate critical thinking, and raise students' general levels of engagement with the material. Some teachers have questioning techniques that provide a better understanding of asking at the right time and the right way of throwing questions in the learning process. To attract students' interest and attention, descriptive questions are commonly used. Descriptive questions are posed to stimulate discussion and engagement in the classroom. According to the study by Maulidia (2020), they found out that teachers primarily use descriptive questions in teaching and learning, employing strategies like warming up, quizzing, repetition, simplification, decomposition, structuring, reacting to answers, using native language, and giving students wait time. These strategies positively affect interaction and student engagement in EFL classrooms.

Teachers can enhance students' learning by asking appropriate questions, such as those that stimulate prediction or demand thoughtful answers. Divergent questions, which are open-ended and encourage creative thinking, are crucial to captivate students' interest. However, convergent questions, which are more direct and typically require short or yes/no responses, are the most frequently used in classrooms. Despite their prevalence, an overuse of convergent questions is not recommended in English as a Foreign Language (EFL) settings, as they limit the active use of the target language.

According to the study of Ismalinda, Fortunasari, Masita, and Hidayat (2024), before and during a session, teachers have been known to utilize a greater number of remembering and comprehending questions. In the meanwhile, the participants employed the following strategies: probing, altering, or refocusing, redirecting, rephrasing, providing waiting time, and rewarding with reinforcement.

Moreover, educators use factual and probing questioning techniques. Asking thought-provoking, clarifying questions helps students retain the information, and alternating between probing and clarifying questions promotes conversation and conclusion-making. Students must be able to recollect particular facts to use factual questioning tactics. These techniques support students' increased engagement and comprehension of the content that teachers are teaching (Rahman, 2023).

The study on EFL teachers' questioning behavior indicates that display questions are more commonly used than referential questions, especially as class warm-up activities and for reviewing lessons. On the other hand, referential questions lead to longer responses. The type of questions used should align with students' levels, lesson objectives, and learning strategies. Teachers primarily use descriptive questions, employing various strategies like warming up, quizzing, repetition, simplification, and more, which enhance interaction and student engagement. However, there's an imbalance in the use of lower-cognitive and higher-cognitive questions, with a higher tendency towards the former. This imbalance is not beneficial for the development of students' critical thinking skills. Teachers also use factual and probing questions, which when used properly, can improve students' retention of information, promote conversation,

and aid in making conclusions. These techniques help increase engagement and understanding of the content being taught.

In the study of Solihah (2023), it was found that the SQT was able to improve their critical questioning skills by beginning to ask a range of questions during the intervention, including inquiries about clarification, evidence, reasoning, and implications. During the interview, it was revealed that they had developed their critical thinking skills, were able to pose insightful questions, and were more comfortable providing criticism to others. To put it another way, SQT taught these educators dialogic skills, which are important for developing critical thinking abilities. Therefore, Malaysia's teacher education program ought to include SQT.

Teachers also use praise and correction to help students learn. Praise can make students feel good about participating and encourage them to keep trying. It's important to praise students in a way that shows why their contribution was good. Correcting mistakes helps students learn from them and understand the subject better. When teachers correct mistakes, they help students see what they got wrong and guide them to the right answer, which improves their thinking skills.

Another helpful strategy is to ask students to correct each other's mistakes or try again on their own. This way, students learn from their mistakes and work together to understand things better. By explaining why an answer is wrong and how to fix it, students deepen their understanding and learn from each other. This creates a classroom where everyone helps each other learn and understand things better.

Moreover, the interaction indicates an advantageous connection between inquiring and learning in the classroom. The study suggests that teachers be given actual instruction on how to use successful questions in the classroom combined with training sessions and workshops (Naz, 2023).

It was also stated in the study of Suryana, Dadan, Yulia, Resti, and Safrizal (2021), that two things shape children's critical thinking abilities: first, open-ended questions posed by teachers, who serve as mentors; and second, the teacher's ability to ask probing questions. These two guiding concepts fundamentally reinforced the role of teachers' questioning techniques, enabling pupils to manage knowledge as well as receive it, which led to the growth of kids' critical thinking abilities. The results have intriguing ramifications as formal schooling typically does not exhibit the traits that the questioning model revealed in children.

The study suggests that teachers should receive training and workshops to improve their questioning skills, including practical courses in induction programs. Questioning promotes critical thinking, and convergent and divergent types contribute to higher-level thinking. Teachers should design specific questions and allow sufficient wait time for effective responses.

### *Theoretical Framework*

The elements of the investigation and the notion that the researcher arrived at from start to finish will be displayed in the study's theoretical

framework. This theoretical structure will be in on the classroom questioning, in which it is split into three main parts: Bloom's Taxonomy Levels of Questioning, attributes of Socratic Questioning, and Costas Levels of Thinking and Questioning. The different types of questioning allow the students to be effective in communication, especially in the teaching and learning process. Teachers provide better questions that can help the students to comprehend, communicate, and derive their answers.

The attributes of **Socratic Questioning** are (a) Concise, directed, and clear (b), open, yet with purpose (c) focused but tentative (d) neutral. Condemned to death in 399 BC and leaving no written works, we rely extensively on the writings of his pupil, philosophical heavyweight Plato (Honderich, 2005). According to Raphael and Monk, 2003 as cited by Sutton 2020, socratic questioning theory uses questions and answers to challenge perceptions, expose differences, and builds new knowledge and wisdom. Questioning can be one of the powerful approaches to make the learning process more effective, in that instance, the teacher and learners' interaction is effective inside classroom learning.

## **METHODOLOGY**

### ***Research Design***

The researchers used qualitative research. Qualitative research is an approach that gathers data in the form of words, photographs, or videos, analyzes the information for description, and is used to investigate and understand the meaning of individuals or groups of social or human problems (Creswell, 2012). Since this study will focused on the life experience of elementary teachers in utilizing questioning techniques in their teaching, appropriate methods were used. Specifically, the researchers used narrative inquiry, a type of qualitative research design. The study of experience as perceived through a narrative is known as narrative inquiry, which is a relatively recent qualitative methodology. This approach involved considering and analyzing experiences (Clandinin & Huber, 2010). Narrative inquiry was utilized to provide in-depth information about the teacher's experience using questioning in the teaching process. The researchers' goal was to have an in-depth knowledge of the perception of the teachers in using questioning in their teaching method. The subject was sensitive, subjective, and intimate. Combining thoughts with feelings provided a significant understanding of how educators retold their experiences and stories regarding their questioning strategy.

### ***Research Locale***

This study was conducted within the schools in Mercedes Eastern Samar which include the different elementary schools, Busay Elementary School, Anuron Elementary School, and Mercedes Central Elementary School. This study centered on exploring the art of questioning among these teachers.

### ***Sampling Technique***

This study used purposive sampling. A collection of non-probability sampling strategies known as "purposeful sampling" picks units based on the qualities you require in your sample. Put differently, purposive sampling involves the "on purpose" selection of units (Nikolopoulou, 2023). The

researchers chose this kind of sampling technique since the target of the sample has certain characteristics. The specific sampling method used in this study is criterion sampling, a purposive sampling method. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2001). Each interlocutor should meet the criteria which is the inclusion of teachers with 10 years of teaching experience, and teachers in Araling Panlipunan. This method allowed for identifying in-depth stories, and experiences of teachers in using the questioning strategies.

## RESULTS AND DISCUSSION

### *Interlocutors Profile*

Five elementary Araling Panlipunan teachers from Mercedes, Eastern Samar participated in this study. Each interlocutor consented to the terms and participated in interviews conducted by the researchers. To maintain confidentiality, participants requested anonymity and are identified using codes (T1 for Teacher 1). The following section provides demographic and background information, including a brief profile of each interlocutors.

Interlocutors provided educational and professional history information. In the interview, the researchers asked a brief detail on their background, including their age, years of service, and graduate degree.

Table. 1 Demographic and Biographical Summary

Interlocutors	Age	Years of Service	Graduated Degree
T1	48	21	Master Teacher 1
T2	31	10	Teacher 3
T3	52	15	Teacher 3
T4	42	16	Teacher 3
T5	47	23	Master Teacher 1

### *Meta-Analysis*

#### *Theme 1: Levels of Questioning*

T1 Share in her experience that questioning strategy helps her in providing a better instruction in her subject Araling Panlipunan, she explained.

*Questioning strategies very important in my teaching Araling Panlipunan subject because it creates an opportunity for learners to develop higher order thinking skills and to share their ideas or even their own experiences regarding the lesson. In this way, the teaching-learning process becomes more engaging and interactive. In my subject Araling Panlipunan lessons, I usually use a combination of open-ended questions, probing questions, and reflective questions. I usually use Open-ended level of questions to allow learners to express their thoughts and opinions freely, while probing questions help deepen their understanding by encouraging them to think critically about the topic. Reflective questions are used to help learners make connections between the lesson content and their own experiences or prior knowledge (T1).*

T2 shared her experience of using questioning as her method of instruction indicating that using different level of instruction helps in providing effective teaching in her lesson, she explained;

*I begin my lesson with an open-ended question that encourage learners to think critically and express their thoughts in that way students can easily remember what we discussed for the day. I also employ collaborative learning to allow learners to discuss questions with their peers before sharing their responses with the whole class.*

1. Open-ended questions.
2. Higher-order thinking questions
3. Reflective questions
4. Inquiry-based question

T3 Indicated that using questioning strategy as her medium of instruction has made her teaching easier especially in her pupils from grade 1-3, she explained;

*With the K to 12 curriculum, pupils from grades 1-3 can easily answer question because the medium of instruction is mother tongue So, I can raise more questions related on their experiences. So, in my instruction I use the Higher Order thinking Skills (HOTS) in formulating questions in summative test. But in ordinary teaching is the brainstorming (T3).*

T4 Share her experience of using questioning as her method of teaching, she also indicates the level and type of questions that she used in her teaching method, she explained;

*I often start with open ended questions that requires students to think beyond simple answers this question prompts students to express their thoughts opinions and interpretations fostering an interactive learning environment. I use Open ended level type of questions, proving questions, clarifying questions, reflective questions, and higher order thinking questions (T4).*

T5 Share her insights or some of her strategies in indicating questioning as her teaching method, she indicates that using questioning strategy provides effective way of pupils to understand and remember the lesson, she explained;

*I share insights based on common practiced and strategies used by educators this approach reflect best practices that have power effective enhancing my students engagement and understanding i usually use think pair share strategy where and i ask them to think on that certain question and relate it on their daily lives and pair up with a classmates to discuss their thoughts and share conclusion with the class with this strategy or methods they had an opportunity to articulate their ideas in a low pressure setting before speaking in front of the entire class and it also fostered collaboration and allowed students to learn from each other perspectives. In my subject Araling Panlipunan various questioning strategies can be used to engage students promote critical thinking and deeper their understanding of the subject matter i use bloom's taxonomy from simple to higher order thinking (T5) (Probing answer)*

*One example of lessons in Araling Panlipunan where I used effective questioning strategies to promote student engagement and learning is all about the livelihood of the people in the region. Here, the learners were able to share the livelihood of the people they are familiar with (T1).*

*An example of a lesson in AP is "Mga Gawaing Pansibiko at ang Kahalagahan Nito" I asked with a thought provoking questions to spark curiosity, such as "Why do you think It's importance to participate in community activities?" I let the learners share real-life examples or stories of individuals or group making a difference through civic engagement (T2).*

*If the topic is about "Telling Oneself" I ask simple questions such as "what is your name"? Who is your father? mother? and etc. (T3).*

*Lesson on Philippine history about "Mga Karapatan ng Isang Mamamayang Pilipino" I Usually ask, "what is your right as a child?" or "what is your right as a student?" In that way the students (T4).*

*P5. My lesson on my Araling Panlipunan about "Balitaan ng mga isyung napapanahon" I ask the class questions like "What is the latest news?"*

### **Theme 2: Costa's Levels of Thinking and Questioning**

To understand the concept being presented in their core subject areas, it is important for students to learn to think critically and to ask higher levels of questions. Costas (1985), 125-37, to craft questions applies the level of thinking and questioning model of cognition in three level, the level 1 Applying, level 2 Processing, and level 3 Gathering that assist them in formulating answers.

**Level 1 Applying.** The questions provided can be answered with yes, or no or a specific information found in written material, lectures, movies, etc. Students can point to the information. T2 share from her experience that giving pose thought provoking questions encourages the students to provide response to the questions provided.

*Encouraging them to think critically and reflect under answer during Araling Panlipunan class discussion involves several strategies such as open-ended questions think pair share role play and concept mapping these strategies create an environment that value critical thinking and reflective learning helping them to develop a deeper understanding. Like for example, I usually ask them some questions that they can answer with a simple "yes" or "no", or questions with a specific answer (T1).*

*Instead of asking questions that can be answered with a simple "yes" or "no," ask questions that require students to analyze, evaluate, and synthesize information (T2).*

*By giving pose thought provoking questions encourage evidence-based responses and facilitate peer discussions (T4).*

*Encouraging them to think critically and reflect under answer during Araling Panlipunan class discussion involves several strategies such as open-ended questions think pair share role play and concept mapping these strategies create an environment that value critical thinking and reflective learning helping them to develop a deeper understanding (T5).*

**Level 2 Processing** The participants indicated how they provide questions that helps the students to analyze the questions given and in that way the students are able to think critically to provide answer. T1 indicates that encouraging the growth mindset of the pupils that improves their values, curiosity, and inquiry is also important. Providing questions that will allow students to think critically is important base from the experience of the participants.

*Involving students in the process of questioning in Araling Panlipunan and encouraging them to ask their own thought-provoking questions can help foster curiosity, critical thinking, and active engagement in the learning process. This is done by creating a safe and supportive environment; establishing a classroom culture where pupils feel comfortable expressing their thoughts and asking questions without fear of judgment. Encouraging a growth mindset that values curiosity and inquiry is also important (T1).*

*To involve students in the process of questioning, I employ various techniques that encourage active participation. One approach is to present them with thought provoking prompts or scenarios related to the topic at hand and ask them to generate questions collaboratively in small groups. This not only sparks their curiosity but also fosters peer-to-peer learning and communication skills (T2).*

*I involved the learners in group activities, and discussions, answering questions and valuing their own questions too. I let my pupils to formulate their own answers to my questions regarding the lesson (T3).*

*By creating questions that are friendly environment model questioning, collaborative questioning together with their peers and questioning prompts, I give them time to think and derive answers on their own (P4).*

*Involving students in the process of questioning in Araling Panlipunan and encouraging them to act their own thought provoking questions can significantly enhance their learning experience by or through creating a question friendly environment model questioning using this strategies it can cultivate a classroom culture where questioning is a central and valued part of learning helping students to become more engaged thinkers in Araling Panlipunan (T5).*

**Level 3 Gathering** The interlocutors indicates how they foster a positive classroom culture in Araling Panlipunan that promotes open discussion and creates engaging during questioning activities, T1 states the importance of setting clear expectations, T2 emphasize the importance of honoring diverse perspective, T3 always considers all ideas, T4 create a safe space, and T5 set a respectful exchange during questioning activities, the interlocutors states;

*In order to foster a positive classroom culture in Araling Panlipunan that promotes open discussion and respectful exchanges during questioning activities, it is very important to set clear expectations: This includes establishing guidelines for respectful communication and participation in the classroom and encourage pupils to listen actively, speak politely, and consider different perspectives during discussions (T1).*

*During questioning activities, I set clear expectations for respectful communication and active listening. I emphasize the importance of honoring diverse perspectives and viewpoints, reminding students that everyone's voice matters and deserves to be heard. To facilitate this, I implement discussion norms such as waiting turns, avoiding interrupting others, and using inclusive language (T2).*

*I consider all ideas, no wrong answers for as long as they can defend their answers(T3).*

*By establishing clear expectations creating a safe space setting ground rule and encouraging active listening (T4).*

*Fostering a positive classroom culture in Araling Panlipunan that promote open discussion and respectful exchange during questioning activities involves a combination of creating an inclusive environment setting clear expectations and actively engaging students (T5).*

### **Theme 3: Teachers' Engagement**

T1 Share her experiences with questioning strategies in Araling Panlipunan. She indicates the challenges that she encountered in implementing questioning strategies and how questioning strategies help in the teaching and learning process, she explained;

*The challenge I encountered in the implementation of the questioning strategies especially on the earlier part of the school year is on the aspect of the learners' composition of their*

*thoughts and on their confidence of sharing it to the class. The questioning strategy becomes an integral part in the teaching- learning process in Araling Panlipunan since it stimulates the curiosity of the learners which enable to be more interested in the lesson. Further, relating the lesson to their real-life experiences makes learning more meaningful (T1).*

T1 assess the effectiveness of using questioning strategies as her method of instruction, T1 indicates how she assess the understanding of the students, she stated.

*To assess the effectiveness of the questioning strategies in promoting student understanding and learning in Araling Panlipunan. I use it as a formative assessment tool to monitor pupils understanding and progress towards learning objectives. I ask probing questions also to uncover misconceptions. Clarify misunderstandings, and provide timely feedback to guide pupils' learning (T1).*

T2 also shares the challenges that she encountered in using questioning strategy, one of the challenges according to her is the lack of confidence of the students in participating, with that T2 adapt a strategy, she states that.

*Some learners are hesitant to participate or may lack of confidence in sharing their thoughts. With this challenge, I created a supportive classroom environment where all contributions are valued. Offered praise and constructive feedback to boost learners' confidence in sharing their ideas. In one particularly memorable lesson in AP, instead of simply lecturing the lesson, I posed a thought-provoking question.*

T2 also shares her experience on how she assesses the effectiveness of using questioning strategies, to assess if the students are able to meet or understand the lesson, she stated.

*Following each of my lesson, I go over the recorded responses and student interactions, noting any patterns or trends. This analysis sheds light on the effectiveness of various types of questions in eliciting meaningful responses and encouraging active participation. For example, I may discover that open-ended questions elicit more in-depth discussions and promote greater understanding among students than closed-ended questions.*

T3. *Yes, I had, especially when the topic is unfamiliar and we need to elaborate ideas of interest. When my pupils answered my questions correctly and when they were able to raise up questions of themselves and more ideas came up.*

*By having observation formative assessment giving student feedback peer assessment performance tasks and using rubrics.*

*Yes, by creating a supportive environment differentiating questioning techniques providing wait time encouraging peer collaboration and offering positive reinforcement. One particular success story from this lesson was when a quiet and reserve pupil who typically hesitated to speak up in class actively engaged and the discussion after being prompted with a probing question (T4).*

*Yes, I encounter challenges or difficulties in implementing questioning strategies to overcome them I use a variety of questioning techniques such as open-ended questions think pair share and real-life scenario to make the material more engaging and relatable i also incorporate multimedia resources and interactive activities (T5).*

#### **Theme 4: Insights from Theory**

The Interlocutors shares the related theories or frameworks that informs the approach to questioning in their lesson in Araling Panlipunan, they stated;

*There are several theories and frameworks that inform my approach to questioning in Araling Panlipunan lessons include Bloom's Taxonomy wherein this framework categorizes different levels of cognitive thinking skills from lower-order thinking skills. By using a variety of question types that target different levels of Bloom's Taxonomy, I can ensure that learners are engaging with the material at a deeper level. Moreover, it is also anchored by Socratic Questioning which is based on the teachings of the ancient Greek philosopher Socrates, who believed in using questions to stimulate critical thinking and encourage students to explore their own beliefs and assumptions. By asking open-ended questions that challenge learners to think critically and reflect on their own knowledge. I can help them develop a deeper understanding of the subject matter (T1).*

*In Araling Panlipunan, questioning plays a crucial role in leading to understanding and critical thinking among students. One of the theories and frameworks that can inform the approach to questioning in AP lessons is the Bloom's Taxonomy this framework categorizes cognitive skills into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. Questions can be structured to target different levels of thinking, allowing students to engage with the content at various depths (T2).*

*For me, constructivism is the approach that I always use because it suits to my learners and it contributes Knowledge of expressing their own experiences (T3).*

*Unspecific theories or framework that inform my approach to questioning in Araling Panlipunan lessons is the bloom's taxonomy this strategy or approach categorized cognitive skills from basic to higher order thinking skills. This framework develops questions that promote critical thinking and deeper understanding of Araling Panlipunan concepts (T5).*

The Interlocutors also describe the professional development or training they received related to questioning strategies in Araling Panlipunan, T1 states; *During our Learning Action Cell (LAC), developing the higher order thinking skills of the learners is one of the highlights and priorities hence we are also guided on its implementation in the actual teaching and learning process (T1).*

T4 states the professional development or training she receive related to questioning strategies in her lesson Araling Panlipunan, T4 attended workshops and training, she indicates;

*Workshop on inquiry based learning and effective questioning techniques in Araling Panlipunan curriculum this training gives me opportunity to explore different questioning strategies practice questioning techniques and collaborate with peers (T4).*

### **Theme 5: Strategies for Questioning**

Expert's insights about utilizing questioning in the lesson. The interlocutors share their strategies in using questioning as the method of teaching, the states.

*Encourage open-ended questions that require learners to think critically analyze information, and articulate their reasoning. These questions can spark meaningful discussions, foster creativity, and encourage learners to explore multiple perspectives (T1).*

*Before the lesson, plan a variety of questions that serve different purposes, such as factual recall, analysis, evaluation, and application. This ensures that you cover all levels of Bloom's Taxonomy and encourage deeper understanding. Instead of asking questions that elicit a simple "yes" or "no" answer, use open-ended questions that require students to provide detailed responses. These questions encourage critical thinking and allow for*

*meaningful discussion. After asking a question, give students enough time to formulate their responses. Silence can be uncomfortable, but it's important to wait patiently to allow all students to process the question and contribute to the discussion. If a student's response is unclear or incomplete, don't be afraid to probe further. Ask follow-up questions to encourage students to clarify their thinking or provide additional evidence to support their answers. Acknowledge and validate students' responses, regardless of whether they are correct or incorrect. Offer constructive feedback to help students improve their understanding and reasoning skills (T2).*

*In using effective questioning strategies in the classroom just make questions aligned to the topic and use HOTS questions (T3).*

*Start with clear objectives, encourage students' engagement, promote higher order thinking, differentiate questioning, seek feedback (T4).*

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of this study, the following conclusions were drawn: Different levels of questioning are purposefully applied. Teachers adapted their questioning strategies based on the learners' readiness and the nature of the lesson. In lower grade levels, simpler and experience-based questions were used, while higher grade levels were challenged with reflective and analytical questions. The use of Costa's three levels; Applying, Processing, and Gathering, helped in structuring questions that guided the depth of student thinking.

Building a supportive environment is essential for successful questioning. One of the prominent challenges was the students' hesitation to participate due to lack of confidence. Teachers addressed this by fostering a safe and respectful classroom culture where all responses were valued. Strategies like think-pair-share, wait time, and peer collaboration were crucial in encouraging hesitant learners to actively engage in discussions.

Teachers' engagement with questioning is dynamic and reflective. Teachers continuously assessed the effectiveness of their questioning strategies through observation, formative assessments, and analysis of student responses. They demonstrated reflective teaching practices by adapting and improving their approaches based on student needs and lesson outcomes.

Theoretical frameworks guide effective questioning practices. The application of Bloom's Taxonomy, Socratic Questioning, and Constructivist Theory provided a strong foundation for the teachers' questioning strategies. These frameworks enabled teachers to design questions that progressively developed cognitive skills and deepened students' understanding.

Professional development supports growth in questioning skills. Participation in professional learning activities such as workshops and LAC sessions contributed to the teachers' enhanced ability to craft effective questions. These opportunities emphasized the importance of higher-order thinking and inquiry-based learning as central elements in questioning strategies.

### ***Recommendations***

In light of the conclusions drawn from this study, the following recommendations are proposed:

1. Teachers should be encouraged to plan and implement more questions that require learners to analyze, evaluate, and create, rather than simply recall information.
2. Integrating models like Bloom's Taxonomy and Costa's Levels into daily lesson planning will provide a systematic approach to questioning that gradually increases the complexity of student thinking.
3. Teachers must establish clear expectations and norms for respectful discussion, encourage all learners to share, and validate diverse perspectives to promote confidence and participation.
4. Allowing students enough time to think before responding can lead to more thoughtful and substantial answers.
5. School leaders and DepEd divisions should organize regular capacity-building programs focusing on questioning strategies, inquiry-based learning, and critical thinking development.
6. Teachers should regularly evaluate the effectiveness of their questioning methods through observations, feedback, and student outputs to refine and improve instructional strategies.
7. Teachers should be given opportunities to observe each other's questioning techniques, collaborate on best practices, and engage in reflective discussions to foster a community of inquiry within schools.
8. Teachers are encouraged to diversify their questioning strategies by integrating multimedia resources, real-life scenarios, role plays, and other interactive methods that further stimulate students' curiosity and learning.

### **FURTHER STUDY**

This study will help future researchers serve as a source, a reference, and a guide for their future studies related to effective questioning strategies that promote divergent questions to involve the student's critical thinking.

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