

The Role of Questioning Techniques in a Literature Classroom

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Abstract : Given the observations between students who were active participants in a dialogue with their teacher and students who simply answered the teacher's questions, the researcher will investigate the relationship between student-teacher dialogue in the classroom and the development of higher level thinking skills with an emphasis on the questioning techniques used by the teacher. The study posits the main question: What is the relationship between teachers' questioning techniques and the development of students' higher level thinking skills in a literature class (or in literature classes) in Xavier? The following are the study's sub-questions: a) What types of questions do literature teachers at Xavier School ask? b) What types of responses do literature students at Xavier School give to teachers' questions? c) To what extent is the development of students' higher level thinking skills shown in teacher-student classroom dialogues in Xavier School's literature classroom? Since questioning techniques and student responses in the literature classroom form the core of this paper and in order to evaluate them, the study uses Andersen and Krathwohl's revision of Harold Bloom's Taxonomy of Educational Objectives. Teun van Dijk's discourse-cognition-society triangle will be used as a theoretical framework to design and to guide the classroom interaction.

Keywords : discourse analysis, literature classroom, questioning techniques, secondary education

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