

# Questioning Strategies of Literature Teachers among Grade 8 Filipino Students

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**Abstract** - Questioning is a useful and relevant tool to facilitate classroom discussion in a literature class. This study identified the levels of questions teachers use in their literature class, determined the different question strategies they utilized and proposed activities to enhance the questioning strategies of literature teachers. Video analysis was the main instrument used. These videos were provided during the conduct of class observations by the researchers. There were eight respondents in the study selected through total enumeration. They are teachers from Gubat Cluster of secondary schools of Sorsogon Province. To identify the levels of questions and questioning strategies, question tally form and percentage were used. Results revealed that knowledge was the most used level of questions followed by comprehension, application, analysis, synthesis and evaluation. The most used question technique is the participation, followed by proving, sequencing, wait time, balance and student questions. It was recommended that literature teachers vary their level of questions when discussing literary pieces. They may utilize different question techniques to develop critical thinking skills of their students. The use of the proposed activities may enhance the questioning strategies of literature teachers. Likewise, school heads and program supervisors may utilize video analysis technique as a mode for classroom observation.

**Keywords:** Education, questioning strategies, levels of questions, video analysis, descriptive research, Sorsogon

## INTRODUCTION

Teachers of K to 12 Basic Education Curriculum are more challenged to face everyday classroom activities because of their desire to meet the demands of the new curriculum. These demands are directed towards the achievement of its goals for Filipino learners. Specifically, the English education or the Language Arts and Multiliteracies Curriculum aims to produce graduates who are able to make use of the language principles, strategies and skills in communicating with others, and to equip them with necessary skills for other future undertakings they intend to pursue [1].

The framework of the curriculum has four components which are important to achieve learners' effective communicative and multi-literacy skills and competence in their mother tongue, Filipino and English. These components are as well interrelated in the successful teaching of a language to the learners.

In the learning process, teachers play a vital role in achieving learners' higher thinking skills wherein their questioning strategies can be most influential [2]. In the learning process, the ability to ask and answer

questions is an essential component to the learners' understanding of the topic or lesson. In many classroom activities, discussions are primarily based on question and answer technique. However, to be effective, questions to be raised should be significant, purposeful and guided by the teachers. They should consider utmost student participation, so that they are able to form their own conclusions.

Questioning is likewise a useful and relevant tool to facilitate classroom discussion in a literature class. Without good questioning strategy of a teacher, there would be no meaningful discussions. Therefore, the purpose of literary appreciation is defeated and that no learning will take place.

The researchers would like to have a glance at the actual classroom discussion during literature class. It is observed that one attribute of a student's lack of literary appreciation is the way literature teacher processes ideas or concepts that students gain from reading. The processing may be successfully taken which may eventually make students appreciate what they read through the post reading discussion where teachers' questioning strategies play a big part.

It is likewise observed that perennial problems on slow learning and low reading comprehension level can also be attributed to poor teachers' questioning strategies. It is deemed necessary to look into the questioning strategies of literature teachers to ensure that students develop critical thinking skills during the learning process.

The teacher as the learning facilitator should possess a good questioning strategy. Much more with a literature teacher who leads her students to literary appreciation with her questions alone. There is a big responsibility being laid upon the shoulders of literature or language teachers as to development and enhancement of reading comprehension of students. English subject is known to be a tool subject that develops and enhances skills which are needed as well in the learning of other subject areas.

It is from this practical situation that this study would like to have a grasp on how literature teachers facilitate their classes using questions, to finally come up with activities for literature teachers to enhance their questioning strategies. With this, the higher levels of questioning are used in the series of questions teachers throw to their students.

Educators believe that effective questioning techniques as teaching method can lead to successful learning of the students especially in their literature class. It is essential that this part of the educative process be given attention, too.

Cotton [3] posits that teachers' questions are instructional cues or stimuli which help clarify the content elements to be learned and steps or procedures to be done. It is also cited that questioning is next to lecturing in terms of popularity as a teaching method used. This confirms the idea that 35 to 50 percent of the instructional time is spent for questioning sessions alone.

There are several reasons why questioning strategy is commonly used by teachers. This helps students to actively participate in classroom discussions, check their homework or seatwork completion, review past lessons, and motivate them to continue acquiring new knowledge on their own. It also aids in developing students' critical thinking skills and in evaluating accomplishment of instructional goals versus the target objectives.

These are realized through the teachers' art of questioning which elicit students' responses. During class interaction, students follow a series of steps in answering the questions. Said steps include listening

and deciphering the meaning of the question, formulating a response in one's mind, and expressing or even revising a response based on teacher's feedback. These ideas stated by Cotton have given this study a framework on the role and importance of questioning strategies the in the teaching and learning process.

Kwit[4] says that questioning as a teaching practice is a major gauge of teaching effectiveness. To make a meaningful engagement of students in the discussion, they should be given open-ended questions which are prepared ahead and should be given time to reflect and respond appropriately. Because of this, teacher can be assured of the important content and ensure purposeful and significant questions which would realize the objectives of the lesson. Proper sequencing of questions will lead to students' understanding of the concepts paving the way for further discoveries and appreciation of the lessons at hand.

The interaction of teacher and students in the classroom is essential for a successful learning. There are many strategies and methods that can be utilized to make a classroom interactive. Kwit has stated that through his study, he realized how questions can indicate the effectiveness of a teacher. To engage students meaningfully in a classroom discussion, teacher should facilitate substantial questions. The manner a teacher utilizes questions in a classroom is also one thing that must be looked into.

Lewis[2] also asserts that the skill in asking and answering questions is of prime importance in the learning process. When appropriately utilized, these skills could be very useful in the quest for new knowledge in any given subject area. Further, Lewis enumerates the role of questions in learning. He cites that it is important because the search for information is directed, the synthesis or summary of what has been discovered is guided; and the conclusions drawn are evaluated through questions. The said concepts are also recognized by this study.

Jalongo [5] discusses that nearly 80 percent of "teacher talk" is directed on giving instructions, providing information, or correcting behaviour. Out of these tasks, 80 percent consists of questions that require the learners to simply recall details instead of posing questions that would help develop the critical thinking skills.

From this literature, it stressed the kind of questions teacher often asked their students while into

class discussion. The trends of frequent low-level questions inside the classroom defeated the chances for students to think at a higher level. This coincided with the observation of this study inside the typical classroom that must be addressed.

Bloom [6] studied thousands of frequently asked questions by teachers. These were categorized into a taxonomy which he related to a ladder – the higher the rung, the deeper the learning. It was revealed that most of the questions asked belong to factual recall and comprehension which are considered as lower level skills. Only few questions raised require higher order thinking skills.

The findings of Blooms relate with the concepts of this present study. They both dealt with the different levels of questions teachers used in the classroom. This cited research did not propose any output to enhance the performance of the students, which this study did.

Gall et al. [7] investigated the impact of questioning techniques and recitation on student learning using an experimental method. This study and the present study are similar since they both dealt with the questioning techniques used by teachers in class discussion. Their differences were: 1) on the research methodologies used – the former used experimental method while the present one is descriptive, and 2) the variables used since this present study did not include the effect of recitation to student learning which the reviewed study included.

The studies of Swift and Gooding [8] and Swift [9] all looked into ‘Wait Time’ as a questioning strategy, although they have different research perspectives on the said strategy. Swift and Gooding studied on the effect of wait time feedback and questioning instructions on middle school science teaching which later on realized that the strategy was important variable in teaching science. Swift investigated which of the two ways of implementing wait time was more effective. One of the ways was the use of device called ‘Wait Timer’.

Wait time is one of the question strategies included in this present study which made the two former studies related to this present study. But, they had different manner of treating the said variable in science subject. At this point at they were different.

The succeeding studies used probing and student question as questioning strategies they investigated in their studies. Magthwi [10], in his experimental research found out that probing questions strategy is

essential in the development of thinking skills in the courses of Islamic Education at a sample of second-grade students from an intermediate school. Another research question strategy was made by Rosenshine, et al. [11]. They made a review of intervention studies which students are taught to generate questions as a means of improving their comprehension. It was found that teaching students the cognitive strategy of generating questions about the material they had read resulted in gains in comprehension.

Redfield and Rousseau[12] investigated on the result of an experiment on teacher questioning behaviour. The meta-analytic technique was used to synthesize experimental research findings on the relationship between level of teacher questioning and student achievement. Twenty studies on teachers’ use of “higher” and “lower” cognitive questions were reviewed. Results revealed that greater achievement can be expected when questions on higher order thinking skills are predominantly used during the instructional process

In the cited study, the researchers looked into the level of cognitive questions which was likewise done by this present study. Teacher questioning behavior was also the focus of the present study but did not use the experimental research. Rather, the new one identified the level of questions given by literature teachers with their students and the use of question techniques.

Critelli and Tritapoe [13] also used questioning technique to find out relationships between the various types of questions asked and how the students responded to them. They observed the students’ responses on the questioning technique their teachers currently used. They likewise noted the types of questions (convergent, divergent, rhetorical, etc.) the teacher raised after which they determined the questioning techniques commonly used. They also identified which of these was the most effective in encouraging a greater response from students. In this present study, class observation was the main data gathering tool in this study. Aside from the factors on questioning techniques and students’ responses, the manner on how the data were gathered made the cited study very similar to this present one. However, the research methods used by the two studies as well as the types of students’ responses to the questioning technique were not considered in this present study.

**OBJECTIVES OF THE STUDY**

This study identified the Grade 8 English teachers' questioning strategies during their literature class in Gubat District, Sorsogon Province Division for SY 2014-2015. It also determined the levels of questions teachers use in their literature class, the different questioning strategies they utilized and their frequency of use in their literature class. The findings served as inputs in the proposed activities to enhance the questioning strategies of literature teachers.

**METHODS**

This is a descriptive research using video as the main instrument for data gathering. The respondents of this study were eight (8) Grade 8 English teachers from Gubat Cluster which was taken through total enumeration since they were the only English Grade 8 teachers in the said cluster. Three of them were from Gubat National High School, one each from Bagacay National High School, Bentuco National High School, Bulacao National High School, Jupi National High School and Rizal National High School. *The Wonder Tree* was the literary piece used during the series of class observations. They were informed that they video to be taken shall be used for this research.

To identify the levels of questions teachers use in their class, question analysis form was used. To determine the question strategies utilized, the researcher included eight namely: participation, probing, phrasing, adaptation, wait time, sequencing, balance and student question and their frequency of use was determined.

To gather the needed data, the researchers conducted class observations with the teacher-respondents while video recording was being taken. A letter asking permission from school officials and teacher-respondents stating that the study shall be done and video shall be taken to provide the

researcher with the exact questions asked by the teacher to appropriately identify their level of questioning and question strategies.

**RESULTS AND DISCUSSION**

The levels of questions used by Grade 8 English Teachers in their literature class are viewed in Table 1.

Based on the analysis and interpretation of the data, 54.00 percent of teachers' questions fell under knowledge, 33.34 percent on comprehension, 11.11 percent on application, 8.59 percent on analysis, 2.67 percent on synthesis and no questions were given under evaluation level of question.

It further revealed that Knowledge was the most used level of questions. Teacher 3 had 75 percent of her questions in this level, the highest among the eight teachers, while Teacher 1 had 38.46 percent, the lowest. In Comprehension, Teacher 1 had the highest percentage of her question, that is 53.85 percent and Teacher 7 had the least with 22.22 percent. In Application, only Teacher 7 had 11.11 percent of her question on this level while the rest had none. In Analysis, Teacher 8 had the highest, with 16.67 percent of her questions and Teacher 3 and Teacher 5 had no questions under this level. The Synthesis had 10.00 percent of Teacher 6's questions while Teachers 1, 2, 3, 5 and 8 had no questions under this level. Lastly, no teacher had questions under the evaluation level.

Knowledge question level is the most used level by literature teachers. They thought that using simple question level such as knowledge questions will keep their students' attention and participation in the class. Similarly with comprehension questions, these two are the quickest and simplest questions teachers can use to check if their students remember details stated directly from the text.

Table 1. Level of Questions by Grade 8 English Teachers in Literature Class

Levels of Question	PERCENTAGE								Mean %
	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	
Knowledge	38.46	57.14	75.00	46.15	64.71	45.00	55.56	50.00	54.00
Comprehension	53.85	28.57	25.00	38.46	35.29	30.00	22.22	33.33	33.34
Application	0	0	0	0	0	0	11.11	0	11.11
Analysis	7.69	14.29	0	7.69	0	15.00	7.41	16.67	8.59
Synthesis	0	0	0	7.69	0	10.00	3.70	0	2.67
Evaluation	0	0	0	0	0	0	0	0	0
No. of Questions Asked	13	7	12	13	17	20	27	6	Ave. 13.71

As the question level and difficulty progress, students' participation slows down. Teachers feel that when students become quiet from the questions they have given, they do not like to participate because they do not have answers. Students found difficult questions to answer because these questions require them to think and connect ideas deeply. This scenario is true to levels of questions such as application, analysis, synthesis and evaluation. From the data, it can be seen that these difficult level of questions are rarely or never used by the teachers.

This data further implies that the different levels of questions that must be utilized in a class discussion are not altogether used by the teacher in a literature class. The teacher limits her questions to what she thinks her students can easily answer without attempting to deepen the level of question she gives. Difficult questions mean higher level of questions which, when given to students will make them frustrated and will cause them to detach from the class activity; a thing that may as well frustrate the teacher.

In some instances, teachers are not skilful about throwing the right questions to the class. A teacher can scaffold questions together towards utilizing all the levels of questions. It must be in an increasing manner of thought complexity. In this manner, students would hardly realize that the question given is not difficult for them to answer because they are made to understand previous information that they need to answer difficult questions. From this point, both, the teacher and the students will be successful.

Teachers are facilitators of learning. This role is successfully realized when she knows how to utilize questions as a teaching tool in her class. Eventually, students will attain the critical thinking skills they need for life-long learning skills.

School officials – the master teachers, school heads and supervisors should maximize their effort to make beginning teachers skilful in the use of levels of questions. A continuing professional growth and development through attendance in seminars, trainings and graduate studies can help them greatly to be skilful in the use of questions as a teaching tool.

This shows that a very minimal percentage (5%) of teachers use questions that develop critical thinking skills of students. Despite the fact that there are plenty of question types to develop the cognitive aspects of students; and although teachers are aware that these types of questions are essential to student development, yet results of this research indicate the

opposite -that teachers consistently revert to asking lower level convergent questions far more often than any other type of question [14].

Atutubo[15] mentioned in her study, too, that teachers significantly overused knowledge question. However, the use of knowledge level is not a disadvantage at all. Arends[16] supported the idea that there is a positive effect in asking low-level cognitive questions. This type of questions reveals whether a student grasped a concept or not. On the other hand, Ellis [17] said that low level cognitive questions are utilized by some teachers with the belief that these would hold students' attention, maintain discipline and initiate active student interaction.

Table 2. Question Techniques Utilized by Teachers in Their Literature Class

Questioning Strategy	Frequency									
	T1	T2	T3	T4	T5	T6	T7	T8	To	
Participation	0	4	2	0	4	5	2	0	17	
Probing	3	3	1	3	0	2	3	1	16	
Phrasing	2	0	1	0	4	3	1	0	11	
Adaptation	6	0	0	0	0	0	1	2	9	
Wait Time	0	0	4	2	0	1	1	0	8	
Sequencing	0	0	0	1	5	0	2	0	8	
Balance	0	0	0	0	0	0	4	0	4	
Student Questions	0	0	0	0	0	0	0	0	0	
Total	11	7	8	6	13	11	14	3	73	

The following question techniques used was proposed by McComas, et. al. [18] which he quoted from Teach Talk, a newsletter for educators. These question techniques are listed in Table 2 with the frequency of use of the teacher-respondents.

The most used question technique was the participation with total frequency of 17. This is followed by probing with 16, phrasing with 11, adaptation with nine, sequencing and wait time with eight, balance with four and student questions with no observation at all.

Participation is the most used question technique by English teachers in their literature class. Teacher's effort for this question technique can be recognized in this cited discussion from one of the observations made:

**Teacher:** Knowing that there was a coming visitor, how did she feel? How did Zuleika feel?

**Student:** Happy

**Teacher:** Yes, she was happy and excited. Okay. What is so exciting about the visitor? What makes her feel happy and excited?

**All:** (murmurs) happy  
**Student:** A...  
**Teacher:** If you want to answer raise your hand. Okay, Jonel.  
**Student:** Because that is the first person to visit their place.  
**Teacher:** Is it the first person?! Although they are seldom visited by strangers or people from other places, it doesn't mean that it is the first time or first man to visit their tribe. *Hindi namansinabingyunangunangnag bisitasakanilanglugar.*  
**Teacher:** What was so exciting about the coming of the visitor? Upon knowing that there is a coming visitor, what made her feel so excited? Jenny Ann?  
**Jenny Ann:** She loves visitors who tell stories.  
**Teacher:** What is that? Okay. Because she loves visitors who tell her stories and she was probably expecting that the coming man was going to tell her another story.  
**Teacher:** What are these stories that she was so excited about? *Anongmga stories ito?* Ok. Give me one. Give me.  
**Student:** Fairy tales  
**Teacher:** Fairy tales! O, Donna.  
**Donna:** Great stories.  
**Teacher:** What are these stories about?  
**Student:** Lovely green gardens.  
**Teacher:** Okay.  
**Student:** Sparkling rivers.  
**Teacher:** Chris Nico.  
**Chris Nico:** Cool blue seas  
**Teacher:** Those are the stories that made her so excited. And again, what is so exciting about these stories? About green gardens, cool blue seas, sparkling rivers. What make these exciting? Why does it make Zuleika happy and excited? O, Joven.  
**Joven:** Because those stories are fairy tales.

**Teacher:** Probably those stories where just fairy tales. What fairy tales?  
**Student:** "She doesn't arrive there."  
**Teacher:** Yes, she has never been to those places. She has never seen those places- sparkling rivers, cool blue seas that's why those are fairy tales for Zuleika. She is the little girl of the desert. All her life, she lived in the desert.

It can be noted that the teacher repeated the idea of the question several times in different manners and types of questions. The underlined lines from the dialogue clearly state this instance. The teacher even had to code switch from English to Filipino to be understood, solicit her students' participation and responses through stimulating their minds and imagination and finally make them speak during the discussion. Recognition every after correct answer given is also evident. The teacher would often use 'okay' and 'yes' to affirm every correct answer her students make. On the other hand, it is evident as well how students tried hard to be affirmed by their teachers in the answers that they are giving. From this point, a teacher can generate active class participation.

As a question technique, participation is often used to a class who could not give the correct, exact answer to a certain question at once. The teacher exhausts every question, from complex to simple, dividing the ideas of the question to simplify them, relating students' answer one after another to finally come up with the most exact one. Students take it a victory if they can be give the correct answer, while they calm down when they have given all their ideas and the teacher is not satisfied yet.

Probing is the next most used question technique. In here, the teacher examines initial responses and allows students to explain and support their views. The following cited part of observation illustrates this question technique:

**Teacher:** Why was Zuleika's gift the best of all?  
What was the line of the visitor? Of the sheik?The line.  
**Student:** That is the most precious gift of all for it springs from the desire of the heart.  
**Teacher:** Why? Why is it? Why is the gift of Zuleika the best of all?

(pause) How about this beautiful girl? Charlene. The best gift according to the visitor, what are the other gifts? What are the gifts of those people of the tribe given to sheik Nedi?

**Students:** (Chorus) jewels, gold, silk, silver, beautiful sword.

**Teacher:** *Ayan*, but according to their visitors, Zuleika's gift, the gift of Zuleika is the best of all, why?

**Maricar:** Ben Nedi said that Zuleika's gift was the most precious gift of all because it comes from the desire of her heart not because it is a must or it follows the tradition.

**Teacher:** *Ayan*. That gift from Zuleika comes straight from her heart. Is it true?

**Students:** Yes.

In this instance, the teacher did not spoon feed her students of the answer. Instead, she encouraged the students to complete, clarify, expand and support to arrive at the exact answer. The teacher has to have the skills of extracting the idea in her students' minds and make them speak. It is rewarding for students when teacher has become successful on this strategy.

Another discussion using probing is cited below:

**Teacher:** Now, let's come to events. What is the first important event that happened in the story?

**Student:** The first is when Zuleikaahhhmmmm..

**Teacher:** My question what is the first important event. In the story that you have read. Or how did the story begin? The first event. The first most important event. When we say event, *pangyayari*.

**Student:** Ma'am.....

**Teacher:** You are not reading.

**Student:** Ma'am, *siDendy daw*.

**Teacher:** Yes, Dendy. What is the first most important event?

**Dendy:** (Dendy reads answer from the copy)

**Teacher:** Dendy that part is a description, a description of the setting. I am asking for the event. *Pangyayari*. Not the description of the setting or of the place or of the time.

**Student:** Ma'am, based from our observation?

**Teacher:** Based from this. Based on the story that you've read. What is the first most important event?

**Student:** The first event is the arrival of the stranger.

**Teacher:** The arrival of the stranger?! Before that? That is an event? But before that what happened before that? Chris Nico?

**Chris Nico:** When Zuleika saw someone coming.

**Teacher:** Ok. That is the first important event that happened. When Zuleika saw someone coming from the South. That someone visits their place.

The teacher asked a simple question. Yet, a teacher should have several follow up questions and do more encouragement for students to give a correct response.

One of the least used question techniques is balance which was used four times throughout the series of class observations. It is a question technique where the teacher observes a balance in the use of both convergent and divergent questions. To have maximum attainment of the lesson objectives, the teacher also uses questions at an appropriate level or levels.

From this cited instance, the balance question technique is used:

**Teacher:** Going back to Zuleika, our main character, the main character of the story. Let us try to emphasize with her. When we say emphasize, we try to put ourselves in the situation of the

- character, of Zuleika this time. So, her situation is that, she is the little girl of the desert. If you were Zuleika, will you feel the same everytime there is a coming visitor?
- Students:** Yes.
- Teacher:** Why will you feel the same? Happy and excited?
- Student:** Because...If I were Zuleika I will be sad because I can't give a gift even I can give...
- Teacher:** My question was that, *di ba* everytime there is a coming visitor, people were happy and excited. Will you also feel the same? You said yes. And then, why?
- Teacher:** Ok, Tirso.
- Tirso:** Because *may makikilalaako*.
- Teacher:** Ok you will meet someone who is unfamiliar. Actually it was not the person that made Zuleika very sad, it was the stories. *Sabing nanatin*, because those things are not. She has not seen those things kaya nga was very happy and excited. Now will you just stay there? If you were Zuleika would you just stay there? In the desert?
- Student:** No, no.
- Student:** Yes, Ma'am.
- Teacher:** Will you just stay there? With the things in the story? You don't want to stay there forever, then what would you do?
- Student:** I will travel.
- Teacher:** What would you do? How can you do that? How would you travel? You are just a little girl.
- Student:** Mag-aaralmuna kami.
- Teacher:** The first thing that you would do is \_\_\_\_\_.
- Student:** Ask a favor for \_\_\_\_.
- Teacher:** Ask a favor?! Ask a favor from whom? From whom?
- Student:** From my parents.
- Teacher:** If you were the visitor, will you also consider the tree as the best gift? If yes, then why?
- Student:** Yes, because of the fruit.
- Teacher:** Is it just because of the fruit?
- Students:** No, ma'am.
- Student:** Because of the other benefits that it can give.
- Teacher:** If you were the visitor, if you were sheik Ben Nedi will you also consider the tree as the best gift? Will you consider the date palm tree as the best? Then, why? Because, because it comes \_\_\_\_\_.
- Student:** Because it comes from the heart.
- Teacher:** Is the date palm tree really a wonder tree? Jonel?
- Student:** Yes.
- Teacher:** Why?
- Student:** Because you can eat the fruits.
- Teacher:** And it can give us cloth, shelter and other things.

The teacher instructed the students to empathize with the character. Empathizing will lead the students to understanding what the characters feel and eventually have a vicarious experience. This is a very important aspect of teaching literary pieces. From the vicarious experience, they will have the affective element of the story --- the ultimate goal of teaching literature. With balance questioning technique, when successfully carried out by the teacher that the aim for vicarious experience can be achieved.

Student question is a question technique that has not been observed by the researchers from the series of class observations made. These are questions which allow them to formulate and raise their own. Teachers did not encourage this technique with their students as observed. When a student raises question, teachers can assess the line of thinking that they have. But, by the culture dominating the classroom, students never ask questions. They are hesitant and permissive to the culture inside the classroom. They are hesitant that they might ask the wrong questions and might be laughed at by their classmates.

It is essential that teachers develop this question technique with the students. Elder and Paul [19] posited the idea that the search for new knowledge and understanding is brought about by the

critical questions posed by inquisitive individuals. Discoveries in the world started from a simple question which brought humanity to the world of civilization today. Simply saying, student question is one technique that will be useful to the students as a life-long learning thinking skill.

Meanwhile, Teacher 7 used these seven question techniques and only student question is the technique that she did not use. She was able to vary her techniques. As observed, she made her class to think of the possible answer to her question. Although, in her class, students were doubtful to speak their answers, but one can see from their faces that they are responding and something is going on in their mind related to their teachers' question.

Critelli et al. [11] wrote that several methods to increase class participation and these include the use of effective questioning techniques. Other methods are enhancing child's learning experience; and greater interaction between the teacher and the students,

### Activities to Enhance Questioning Strategies of Literature Teachers

These proposed activities may enhance questioning strategies of literature teachers. There are individual, tandem and group activities recommended where literature teachers can create a learning environment for their professional growth and development that are centered on their questioning strategies enhancement. School, cluster, and division levels joint efforts are solicited to ensure the successful conduct of the activities.

Likewise, sample lesson plans are attached as one of the outputs of the proposed activities where the use of different levels of questions and questions techniques are highlighted. It used frameworks on Reciprocal Teaching, POSSE (Predict, Organize, Search and Summarize), SQ3R and KWL in the chosen literary pieces from Grade 8 Student Learning Module of the K to 12 Basic Education Program. It is aimed to develop effective questioning practices of teachers. These are designed to promote comprehension, engagement with peers, and monitoring and also to promote students' independent use of the strategies taught.

### CONCLUSION AND RECOMMENDATION

It is concluded that knowledge is the most used level of questions followed by comprehension, application, analysis, synthesis and evaluation. The

most used question technique is the participation, followed by probing, sequencing, wait time, balance with four and student questions. Activities are proposed to enhance the teachers' questioning strategies in literature class.

It is recommended that literature teachers may vary their level of questions when discussing literary pieces. They may utilize different question techniques to develop critical thinking skills of their students. The use of the proposed activities may enhance the questioning strategies of literature teachers. School heads and program supervisors may utilize video analysis as a mode to classroom observation.

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