

Teacher Questioning Techniques and Critical Thinking Skills Development in Junior High School English Language Classrooms

¹Rey Anthony G. Abudi (Researcher)

²Remigilda D. Gallardo (Co-Researcher)

Abstract:- This study examined the relationship between teacher questioning techniques and the development of critical thinking skills within junior high school students in English language classrooms. Employing a descriptive correlational research design, the investigation comprised a sample of 100 students. The results divulge a comprehensive utilization of teacher questioning techniques, encompassing questioning types, Bloom's Taxonomy levels, cognitive demand, and interaction patterns. Furthermore, the study elucidates the extent of critical thinking skills development among junior high school students, emphasizing their capacity to analyze, evaluate, apply problem-solving strategies, and employ evidence for justification. The results emphasize the effectiveness of teaching methodologies that prioritize nurturing these vital cognitive skills. Regression analysis underscores the significant influence of Cognitive Demand and Interaction Patterns on critical thinking skills development. These factors substantiate the importance of tasks that challenge students cognitively and the encouragement of meaningful discussions within the classroom. This research established a statistically significant relationship between teacher questioning techniques and critical thinking skills development, shedding light on the profound impact of engaging and thought-provoking classroom interactions. It signifies the importance of pedagogical approaches centered on critical thinking and reinforces the integral role of educators in this process.

Keywords:- *Teacher Questioning Techniques, Critical Thinking Skills, Junior High School, English Language Classrooms, Cognitive Demand, Interaction Patterns, Education, Pedagogy.*

I. INTRODUCTION

English language teaching plays a crucial role in equipping students with the necessary linguistic skills and competencies to effectively communicate in today's globalized world. Within the realm of English language education, the development of critical thinking skills holds significant importance, as it empowers learners to analyze, evaluate, and synthesize information, fostering independent and reflective thinking. As educators strive to create engaging and impactful learning environments, understanding the factors that contribute to the cultivation of

critical thinking skills in English language classrooms becomes essential.

The findings from international/global, Philippine, and local studies collectively emphasized the significance of fostering critical thinking skills in language education. However, there remains a gap in understanding the specific role of effective questioning strategies in promoting critical thinking skills, particularly in the context of the study area. By addressing this gap, the current research aims to contribute valuable insights to the existing body of knowledge, enhance instructional practices, and ultimately improve the language learning experiences of students. By investigating the relationship between teacher questioning techniques and critical thinking skills development, this study holds the potential to inform pedagogical approaches and empower both educators and learners in achieving their language learning goals.

This study, titled "Teacher Questioning Techniques and Critical Thinking Skills Development In Junior High School English Language Classrooms" aims to explore specific instructional strategies that facilitate the development of critical thinking skills. In the local setting of Davao City, there is a growing recognition of the importance of promoting critical thinking skills in English language classrooms. Recent studies conducted in Davao City have shed light on the significance of critical thinking in language education.

THIS study is a non-experimental quantitative research design using descriptive correlational research design. This design is chosen due to its suitability for investigating the relationship between teacher questioning techniques and critical thinking skills development in the junior high school English language classroom.

In conclusion, this study aims to answer questions in relation to the connection between teacher questioning techniques and critical thinking skills. By understanding the connection, this research seeks to contribute to the body of knowledge and the improvement of efficient teaching strategies.

II. METHOD

A descriptive correlational research design allows the researcher to examine the existing relationship between variables without manipulating them. In this case, the variables of interest are teacher questioning techniques and critical thinking skills development. By using a survey method, data can be collected from a large number of participants, providing a broad representation of the junior high school English language classroom context.

The survey method is particularly appropriate for this study as it enables the collection of self-reported data from junior high school students regarding their perceptions of teacher questioning techniques and their own critical thinking skills development. Surveys allow for efficient data collection, and they provide a structured format for capturing responses related to the variables of interest.

There were 100 respondents for this study. As an inclusion criterion they were consisted of unior high school students from Libertad National High School in Kaputian District, Island Garden City of Samal. The sampling procedure employed was simple random sampling. This sampling method involved selecting participants from the population in a random and unbiased manner, ensuring that each member of the population has an equal chance of being included in the sample.

Simple random sampling is well-suited to this study for several reasons. Firstly, it helps ensure the representativeness of the sample, as every student in the population has an equal opportunity to be selected. This increases the generalizability of the findings to the larger population of junior high school students in similar English language classroom settings. Secondly, simple random sampling reduces the likelihood of sampling bias, as it minimizes the influence of personal judgment or preferences in participant selection. This enhances the objectivity and reliability of the study's results.

Moreover, simple random sampling allows for statistical inference, enabling the researcher to make valid inferences about the population based on the characteristics of the sample. By randomly selecting participants, the sample is likely to be more diverse, capturing a range of perspectives on teacher questioning techniques and critical thinking skills development.

The research instrument for gathering data on teacher questioning techniques in this study was adapted from Johnson, Anderson and Thompson's (2022) article titled "Effective Questioning Techniques for Promoting Critical Thinking in the Language Classroom" published in TESOL Quarterly. This instrument was selected due to its comprehensive coverage of effective questioning techniques that promote critical thinking in the language classroom. The adaptation of this instrument ensures that the questions used in this study align with established research on questioning techniques and critical thinking development.

In conclusion, a descriptive correlational research design was employed to examine the existing relationship between teacher questioning techniques and the development of critical thinking skills without manipulating the variables. This approach allowed for an in-depth exploration of how these two factors interact within the junior high school English language classroom. By utilizing the survey method, data was collected from a large number of participants, offering a comprehensive representation of this educational context.

III. RESULTS AND DISCUSSIONS

The first theme 1 presents the extent of teacher questioning techniques in the junior high school English language classroom in terms of various questioning types. The overall mean score for the extent of teacher questioning techniques in the junior high school English language classroom is 3.73, with a standard deviation of 1.00, indicating an extensive utilization of various questioning types. This means that the teacher questioning techniques is often manifested. This suggests that teachers employ a diverse range of questioning techniques, including convergent, divergent, open-ended, and probing questions, to engage students in classroom discussions. The implication is that this diverse approach can foster a multifaceted learning environment that caters to different cognitive needs and encourages critical thinking.

The second theme provides insights into the extent of teacher questioning techniques in the junior high school English language classroom, focusing on Bloom's Taxonomy levels. The overall mean score for the extent of teacher questioning techniques in terms of Bloom's Taxonomy levels is 3.71, with a standard deviation of 1.01, indicating an extensive utilization of questions across various cognitive levels. This means that the teacher questioning techniques is often manifested. This implies that teachers in the junior high school English language classroom employ a diverse range of questions that span lower-order thinking skills (e.g., remembering, understanding) to higher-order skills (e.g., analyzing, evaluating, creating). This diversity encourages students to engage in multifaceted cognitive processes.

The third theme illustrates the extent of teacher questioning techniques in the junior high school English language classroom concerning cognitive demand. The overall mean score for the extent of teacher questioning techniques in terms of cognitive demand is 3.68, with a standard deviation of 1.00, indicating an extensive utilization of questions across various cognitive demands. This means that teacher questioning techniques is often manifested. This suggests that teachers in the junior high school English language classroom employ a diverse range of questions that span simple recall, critical thinking, analysis, evaluation, synthesis, and complex problem-solving. This diverse approach supports students' cognitive development and critical thinking growth.

Overall, the study sheds light on the relationship between teacher questioning techniques and critical thinking skills development. The very high degree of relationship observed here, accompanied by a statistically significant p-value, underscores the profound connection between effective questioning strategies and the cultivation of critical thinking abilities. These findings reinforce the pivotal role teachers play in fostering critical thinking through their questioning techniques.

The extent of critical thinking skills development in junior high school English language classrooms is prominently showcased. The results indicate that students exhibit an extensive capacity to analyze and evaluate information, apply problem-solving strategies, and employ evidence and justification to support their ideas. This extensive development of critical thinking skills underscores the effectiveness of teaching practices aimed at nurturing students' higher-order cognitive abilities.

Moreover, the findings of the thematic analysis shed light on the struggles faced by teachers, the coping mechanisms employed, and the participants' insights regarding the implementation of enhanced evaluation methods for educational improvement. These findings provide valuable insights for educational stakeholders to better support teachers, promote collaboration, and continuously enhance the educational experience for students.

The findings emphasized the widespread adoption of effective teachers' questioning techniques in junior high school English language classrooms. These techniques span diverse aspects of teaching, including questioning types, Bloom's Taxonomy levels, cognitive demand, and interaction patterns. The extensive utilization of these techniques highlights their central role in shaping students' critical thinking skills. This suggests that educators should continue to prioritize these practices to foster an environment that encourages active engagement, critical inquiry, and cognitive growth among students.

The result revealed the encouraging extent of critical thinking skills development within junior high school English language classrooms. Students demonstrate a remarkable ability to analyze, evaluate, and synthesize information, apply problem-solving strategies, and employ evidence to support their arguments. This highlights the effectiveness of pedagogical approaches focused on nurturing critical thinking. It is clear that these skills are extensively cultivated within the classroom, equipping students with the essential abilities needed for academic success and beyond.

As for the recommendations of this study, it is suggested that the Department of Education may consider the results of this study as an essential resource for curriculum development and policymaking. School heads may find the study's outcomes valuable in shaping their school's teaching and learning strategies. Junior high school teachers may draw inspiration from this study's results to

further enhance their classroom practices. Junior high school students can reflect on these findings as an encouragement to actively participate in their learning journey. Future researchers may build upon the insights provided by this study to explore related areas and expand the knowledge base.

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