

Questioning Practices in A Social Studies Classroom: A Case Study from Pakistan

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Abstract

This study explored the questioning practices in a lower-secondary co-education social studies classroom in a private school in Karachi. A qualitative method of data collection including observations, semi-structured interviews and focus group discussions were used. The study found that the classroom questioning practice was revolving around the Initiation-Response-Feedback (IRF) pattern. Teacher's questions dominated the classroom interaction. Teacher asked more questions than students. Furthermore, most of the teacher's questions were low-order. However, she tends to respond to those questions herself. As far as students' questions were concerned, they asked more low-order questions than high-order. Interestingly, girls' ratio of asking questions was higher than the boys. The study also highlighted some of the possibilities and challenges which influence classroom questioning such as teacher's content knowledge and pedagogical skills, classroom environment, and some school factors (time constraints, examination system). The findings might prove useful to further the understanding of teaching and learning practices in social studies classroom in the context of the professional development of social studies teacher.

Keywords: *Questioning, observations, IRF, high order thinking, low order thinking, wait-time, content knowledge, pedagogical skill.*