

3. Die onderhoud is 'n gesprek wat daarop gemik is om interaksie tussen die betrokkenes te verhoog. Dit word gedoen deurdat die leerders identifiseer met probleme en oplossings vir spesifieke probleme soos dit uit die onderhoud na vore tree.
4. By die volgende metode kan die kyker baie beter met die karakter/s identifiseer. Dit is wanneer daar van gedramatiseerde voorstellings gebruik gemaak word.
5. Laastens kan van die deelnemer-kyker-metode gebruik gemaak word. Die kamera volg byvoorbeeld 'n dokter en sien alles wat hy sien. Dit het die voordeel dat die kyker ook onmiddellik kan identifiseer met wat gesien word.

Hierdie studie maak van gedramatiseerde voorstellings gebruik om spesifieke uitkomstes met die opvoedkundige videoprogram te bereik. 'n Onderwyser word afgeneem wat van verskillende tipes vrae gebruik maak in 'n lessituasie. 'n Aanbieder vestig die student se aandag op belangrike vaardighede van vraagstelling oor die algemeen en op verskillende tipes vrae wat onderskei kan word.

5.9 SAMEVATTING

In die voorafgaande hoofstuk is aandag geskenk aan die seleksie van media vir 'n outodidaktiese program, asook aan die betekenis en rol van media soos videoprogramme in onderwys en opleiding.

As gevolg van die feit dat hierdie studie 'n voorbeeld van 'n videoprogram wil ontwerp ten einde onderwysers indiensopleiding te bied in die vaardigheid vraagstelling, is daar ook aandag aan die volgende punte geskenk:

- * Die verband tussen videoprogramme, leervlakke en leergeleenthede.
- * Videoprogramme en kommunikasie.
- * Die moontlikhede en beperkinge wat die gebruik van videoprogramme inhou.

- * Laastens is aandag geskenk aan riglyne vir die beplanning en ontwerp van videoprogramme ten einde behulpsaam te wees in hierdie studie wanneer 'n voorbeeld van 'n indiensopleidingsprogram ontwerp word.

Die navorser kom tot die gevolgtrekking dat videoprogramme met nut en sukses aangewend kan word in die indiensopleiding van onderwysers in praktiese onderwysvaardighede soos vraagstelling. Die effek hiervan is dat kwaliteit onderrig aan die leerders gebied kan word in klaskamers waar onderwysvaardighede tot die voordeel van die leerders aangewend kan word.

HOOFSTUK 6

SAMEVATTENDE BEVINDINGE TEN OPSIGTE VAN 'N OUTODIDAKTIESE INDIENSOPLEIDGSPROGRAM VIR ONDERWYSERS IN DIE ONDERWYSKUNDIGE VAARDIGHEID VAN VRAAGSTELLING

6.1 BEVINDINGE VAN DIE ONDERSOEK

In die paragrafe wat volg, sal die aandag gevestig word op die bevindinge voortvloeiend uit hierdie ondersoek. Vervolgens sal ook aandag geskenk word aan verdere navorsing en 'n kritiese beskouing van hierdie studie.

6.1.1 Sentrale rol van die onderwyser in die Suid-Afrikaanse onderwysstelsel

Die onderwysstelsel in Suid-Afrika ondergaan drastiese veranderinge. Kurrikulum 2005, uitkomsgebaseerde onderwys en die takseringstelsel is maar 'n paar voorbeelde van verandering. In die proses van verandering speel die onderwyser 'n onmisbare rol. Die onderwyser staan sentraal in die implementering van veranderinge in die klaskamer. Volgens die navorser sal onderwysers swaar moet steun op onderwysvaardighede vir kwaliteit onderrig tydens die implementering van verandering in die klaskamer.

6.1.2 Vraagstelling is 'n onmisbare onderwysvaardigheid

Daar bestaan 'n hele aantal onderwysvaardighede waarvan onderwysers in hul klaskamers gebruik kan maak. In hoofstuk twee is bevind dat vraagstelling 'n beduidende invloed uitoefen op die gehalte onderrig wat die onderwyser aan leerders bied. Vraagstelling is 'n onderwysvaardigheid wat op differensiële wyse kritiese denke (2.3.4), kreatiewe denke (2.3.5) en probleemoplossende denke (2.3.6) by leerders stimuleer. Vraagstelling se aanwendingsmoontlikhede en eienskap van doelgerigtheid maak daarvan 'n onderwysvaardigheid wat 'n effektiewe rol kan speel in 'n uitkomsgebaseerde benadering tot die onderwys (2.8.4 - 2.8.6 se bespreking). Die navorser het dus bevind dat vraagstelling een van die onderwysvaardighede is wat suksesvol aangewend kan word deur die onderwyser in 'n veranderende onderwysstelsel. Dit is 'n vaardigheid wat in 'n nuwe uitkomsgebaseerde benadering tot onderwys, kwaliteit onderrig en optimale ontwikkeling van leerders se potensiaal kan bewerkstellig.

6.1.3 Sommige onderwysers is on- en ondergekwalfiseerd vir die beroep wat hulle beoefen

Ongelukkig is in die bespreking van 1.4.2 van hoofstuk 1 bevind dat daar on- en ondergekwalfiseerde onderwysers is wat onderrig aan leerders bied. Uit tabel 1 van bogenoemde bespreking word dit duidelik dat 100 286 (28%) onderwysers in die land on- en ondergekwalfiseerd is. Die bogenoemde bevindinge is kommerwekkend vir die navorser. Die navorser meen dat sommige onderwysers nie toereikend opgelei is in die basiese onderwysvaardighede nie. Nou moet hierdie onderwysers sentraal staan in die implimentering van vernuwing in die onderwys. Die navorser plaas dus 'n vraagteken op die effektiwiteit en vermoë van sommige onderwysers in terme van die praktykeise van vandag.

Teen die agtergrond van bogenoemde het 'n behoefte by die navorser ontstaan om 'n bydrae te lewer in die vorm van 'n voorstel van hoe alle onderwysers in staat gestel kan word om kwaliteit onderrig aan leerders te bied. Daar is in die probleemstelling van hierdie studie genoem dat die onderwysstelsel dit nie kan bekostig om on- en ondergekwalfiseerde asook getakseerde onderwysers tydelik uit diens te neem vir toereikende opleiding nie. In die lig hiervan het die navorser besef dat die antwoord in indiensopleiding lê.

6.1.4 Indiensopleiding aan onderwysers in die vorm van afstandonderrig

Daar is in hoofstuk drie bevind dat 'n afstandleerder 'n unieke karakter het. 'n Onderwyser wat kragtens hierdie studie indiensopleiding ondergaan, sal 'n afstandleerder wees. Hierdie studie het bepaal dat 'n afstandleerder veral probleme ervaar ten opsigte van tyd en persoonlike verpligtinge wanneer aan opleiding gedink word. Een van die voordele wat afstandonderrig egter inhou, is dat die student tuis op geleë tye opleiding kan ontvang.

In hoofstuk vier het die navorser aandag geskenk aan indiensopleiding. Verskillende modelle is bestudeer. Daar is kennis geneem van die unieke voordele wat elke model inhou. Die navorser het na aanleiding van die verskillende indiensopleidingsmodelle 'n model saamgestel as 'n moontlike gedeeltelike oplossing tot die probleemstelling van hierdie studie.

Die navorser meen dat 'n kombinasie tussen 'n onderwysentrum en tuismodel die antwoord tot die probleem kan wees. 'n Professionele opleidingsvideo ten opsigte van vraagstelling kan vervaardig word. Skole kan hierdie videoprogram aankoop vir die beskikbaarstelling van personeel. Indiensopleiding word op bogenoemde wyse aan ontoereikend gekwalifiseerde en getakseerde onderwysers gebied. Die onderwyser kan die videoprogram huis toe neem, op geleë tye en teen sy eie tempo deurwerk. Indien die skool nie die videoprogram kan bekostig nie, of die onderwyser nie 'n videospeler en televisiestel tot sy/haar beskikking het nie, is daar 'n ander moontlikheid. 'n Indiensopleidingsprogram kan by 'n sentrale punt soos 'n onderwysentrum beskikbaar wees waar dit op bespreking deur die onderwyser deurgewerk kan word. Die navorser meen dat indien die behoefte homself voordoen, kontakgeleenthede met die opsteller van die program per geleentheid by die onderwysentrum gereël kan word. Op bogenoemde wyse kan onderwysers teen hul eie tempo en tyd indiensopleiding in byvoorbeeld vraagstelling ontvang. Individuele probleme kan deur middel van kontakgeleenthede uit die weg geruim word.

Daar is op die moontlikhede, beperkinge en die ontwerp van videoprogramme in hoofstuk vyf gelet. In die lig van laasgenoemde is besluit dat 'n indiensopleidingsprogram ten opsigte van vraagstelling in die vorm van 'n videoprogram en studiehandleiding, die primêre voorstel van hierdie studie, as moontlike oplossing kan dien.

Vervolgens sal aandag geskenk word aan verdere navorsing wat volgens die navorser uit bogenoemde bevindinge kan voortvloei.

6.1.5 Die Suid-Afrikaanse Onderwyser - Indiensopleidingsmodel

Die navorser stel 'n onderwyser-indiensopleidingsmodel voor vir die indiensopleiding van Suid-Afrikaanse onderwysers. Die navorser noem hierdie model die Onderwyser-indiensopleidingsmodel, aangesien die navorser die fokus op die behoeftes en bedrewenheid van Suid-Afrikaanse onderwysers wil plaas.

In die Suid-Afrikaanse Onderwysers - indiensopleidingsmodel (SAOI) sal die program deur 'n span saamgestel word. Aan die hoof van die span sal 'n leier wees wat

verantwoordelikheid sal neem vir die span en die werk wat afgehandel moet word. 'n Kursusbestuurder sal aan die hoof staan van 'n span persone wat verantwoordelik sal wees vir die saamstel van die teoretiese kursusmateriaal. Hierdie kursusbestuurder sal ondersteun word deur 'n redakteur, taalversorger en akademiese navorsers. 'n Kundige tegniese span sal verantwoordelik wees om tegnologie soos videospelers, rekenaars, radio, kassette, televisie ensovoorts in te span om die teorie te rugsteun deur middel van die effektiefste media vir die betrokke leerinhoud wat hanteer word.

In die geval van hierdie studie byvoorbeeld sal die finale produk 'n videoprogram en studiehandleiding wees wat handel oor die vaardigheid vraagstelling. Hierdie indiensopleidingsprogram sal beskikbaar wees vir enige persoon/onderwyser wat die behoefte het om sy/haar vaardigheid in vraagstelling te verbeter.

Bogenoemde indiensopleidingsprogram kan dan aan individue, skole, onderwysentrums, distrikkantore van die onderwysdepartement en biblioteke voorsien word. Dit sal dus alle onderwysers in staat stel om maklik toegang tot indiensopleiding te hê.

'n Departementshoof kan byvoorbeeld begroot om 'n indiensopleidingsprogram oor vraagstelling vir die skool aan te koop. Onderwysers wat nie toegang tot 'n televisiestel en videospeler tuis het nie, kan dan in vryperiodes by die skool so 'n indiensopleidingsprogram deurloop. Die departementshoof kan ook vakvergaderings wy aan die deurwerk van 'n indiensopleidingsprogram oor byvoorbeeld vraagstelling. Onderwysers kan ook die indiensopleidingsprogram huis toe neem en wanneer dit geleë is die program deurwerk. Indien probleme ervaar word, kan die akademiese span wat die kursus saamgestel het, genooi word om deur middel van kontaklesings onderwysers te ondersteun by hul skole. Die akademiese span kan byvoorbeeld 'n spreekbeurt ontvang by 'n personeelvergadering wat afgesonder is vir indiensopleiding.

Dit staan enige individu vry om die videoprogram en studiehandleiding aan te skaf en teen sy/haar eie tempo tuis deur die program te werk. Gereelde besoeke aan onderwysentrums deur die akademiese span wat die program

saamgestel het, kan kontinue ondersteuning aan individue en groepe wat die indiensopleidingsprogram deurloop, bied.

Die opstellers van die indiensopleidingsprogram behoort 'n vorm van assessering te ontwerp wat aan die onderwyser terugvoer kan verleen ten opsigte van die mate van sukses waarmee die opleiding voltooi is. Skole kan erkenning aan onderwysers verleen vir sukses wat behaal is in die deurloping van indiensopleidingsprogramme. Erkenning kan byvoorbeeld in die vorm van 'n insentiewe stelsel wees waar suksesvolle kandidate finansieel vergoed word vir die opleiding wat voltooi is. Sodoende sal onderwysers aangemoedig word om op kontinue basis professioneel te ontwikkel.

Samevattend kom bogenoemde model daarop neer dat alle onderwysers indiensopleiding kan ontvang in enige faset van die onderrig ten einde hoë kwaliteit onderwys aan leerders te bied. Die indiensopleidingsprogram kan tuis, by die skool, onderwysentrum of biblioteek deurgewerk word. Die indiensopleidingsprogram pas dus by die onderwyser se persoonlike program aan. Onderwysers kan teen hul eie tempo en tyd deur die program werk. Dit wat in die program geleer word, kan onmiddellik in die praktyk inge oefen en toegepas word. Laastens kan onderwysers aangemoedig word om hul professionele groei ernstig op te neem, indien die skool of onderwysdepartement op een of ander wyse erkenning verleen aan onderwysers wat indiensopleidingsprogramme suksesvol voltooi het.

6.2 VERDERE NAVORSING

In hierdie studie is slegs aandag geskenk aan die onderwysvaardigheid vraagstelling. Daar is in die bespreking bevind dat onderwysers se reaksies op leerders se antwoorde net so belangrik is as die vermoë om effektiewe vrae te stel.

Daar bestaan talle ander vaardighede in die onderwys waarin onderwysers indiensopleiding kan ontvang ten einde hoë kwaliteit onderrig te verskaf in 'n veranderende onderwysstelsel. Hier word aan vaardighede soos begeleiding, kognitiewe soepelheid, en heurostentiese beweeglikheid gedink. 'n Navorser kan die unieke aard en karakter van elk van die verwysde onderwysvaardighede ondersoek; hoe hierdie onderwysvaardighede in 'n veranderende onderwysstelsel (Kurrikulum 2005 en

uitkomsgebaseerde onderwys) aangewend kan word en 'n geskikte wyse voorstel van hoe onderwysers indiensopleiding in hierdie onderwysvaardighede kan ontvang.

Daar bestaan laastens ander fasette in die onderwys wat 'n invloed kan uitoefen op die werkverrigting van die onderwyser. Die navorser meen dat die kwaliteit onderrig wat leerders ontvang ook sal verbeter, indien indiensopleiding in hierdie fasette beskikbaar is. Die navorser verwys hier na fasette soos konflikhantering, motivering en bestuursvaardighede. 'n Volgende studie kan ondersoek instel na die verskillende tipes konflik waarmee onderwysers gedurig te doen kry. Praktiese voorstelle (in die vorm van 'n indiensopleidingsprogram) kan gemaak word oor die pro-aktiewe hantering van konflik in die onderwys.

6.3 KRITIESE BESKOUIING VAN DIÉ STUDIE

Kritiek wat teen hierdie proefskrif ingebring kan word, is die volgende: daar bestaan ander onderwysvaardighede soos begeleiding wat deur die onderwyser aangewend kan word om kwaliteit onderrig aan leerders te bied, videoprogramme is een van talle wyses waarop indiensopleiding aan onderwysers gebied kan word, sommige onderwysers benodig meer 'n inskerping as opleiding en daar kan 'n bemerkbare, professionele indiensopleidingsvideo oor vraagstelling vervaardig word. 'n Vorm van assessering behoort ontwikkel te word om te bepaal of die indiensopleidingsprogram suksesvol voltooi is. Moontlike kritiek ten opsigte van die navorsingsmetodologie in hierdie proefskrif is dat daar nie van kwalitatiewe navorsingsmetodes gebruik gemaak is nie. Daar het ook geen assessering van die opleidingsmodel plaasgevind nie. In 'n ondersoek soos hierdie bestaan daar egter beperkinge en moet daar noodwendig afbakening en seleksie plaasvind. Hierdie fasette wat genoem is, is egter goeie voorbeelde van verdere studie wat nog in hierdie rigting onderneem kan word.

6.4 SAMEVATTING

Ten slotte is dit belangrik dat in 'n veeleisende en veranderende onderwysstelsel in Suid-Afrika, alle onderwysers oor die vermoë sal beskik om kwaliteit onderrig aan leerders te bied.

Vraagstelling is een van 'n reeks onmisbare onderwysvaardighede in die skepping van 'n geborge,

effektiewe en kwalitatiewe onderrig-leersituasie. Vrae kan nie n t meer gevra word om vas te stel of leerders verstaan of opgelet het in die klaskamer nie. Onderwysers behoort vrae aan te wend om leerders aktief betrokke te maak by die leerproses. Deur middel van vraagstelling behoort onderwysers leerders die geleentheid te bied om medeverantwoordelikheid te neem vir die onderig-leersituasie. Die navorser wil die leser met die volgende gedagte laat ten opsigte van vraagstelling as onderwysvaardigheid: 'n mens kan die aantal pitte in 'n appel tel (onderwysvaardighede), maar jy kan nie die aantal appels in een vrugbare pit tel nie (die onskatbare waarde van die vaardigheid vraagstelling).

Indiensopleidingsprogramme in vaardighede soos vraagstelling word toenemend belangrik in 'n onderwysstelsel soos di  van Suid-Afrika. Onderwysers kan toegerus word met kennis, vaardighede en 'n ingesteldheid wat noodsaaklik is om van hulle die boustene te maak van 'n stabiele en betroubare onderwysstelsel. 'n Stelsel wat ho  kwaliteit onderrig en geleenthede aan alle Suid-Afrikaanse leerders bied.

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BYLAAG A

DRAAIBOEK

TEACHERS – PROFESSIONAL QUESTIONMAKERS



DRAAIBOEK

The narrator is sitting in a library. The aim is to create a very relaxing atmosphere.

N: Good day. My name is David Morris. I will be watching this video with you. I will introduce you to different types of questions which you may use in your classroom to improve the quality of your teaching and get more learners actively involved in the learning process. I will also focus your attention on some important aspects of the different types of questions as we go along. The program you are about to see has one thing in mind. The aim is to refresh or upgrade your knowledge about asking effective questions in the classroom.

You will improve the quality of your teaching and reach the outcomes you have set for your learners by effective use of well planned questions.

It is recommended that you use the study guide and program in conjunction with each other. The reason for this is because the video links up with the material of the study guide and illustrates the theory of asking questions more practically.

This program will concentrate on the different types of questions identified in the study guide. You will be shown how each one of these questions are used in the classroom situation to involve the learners.

The first type of questions we will be looking at is the low cognitive questions called reproduction questions.

T: (*in front of the class*) After discussing Nazi Germany before the Second World War, I have listed a few characteristics of a totalitarian state.

A totalitarian state is a state where: (*writes on the board*)

- * there is no freedom of speech
- * there is no individuality
- * there are no democratic rights
- * people are dehumanized

Tell me again, what are the characteristics of a totalitarian state, Chereé?

N: (*move to the front next to the teacher*) Let's analyse this episode so far. The teacher has discussed and explained what a totalitarian state is. Now, she merely requires learners to repeat the same information back to her. This is why these questions are called reproductive questions. Learners merely repeat or identify explained information. Let's look at the rest of this episode. (*stands back*)

T: Tell me again, what are the characteristics of a totalitarian state, Chereé?

P: People are dehumanized.

T: Yes! What else, Natalie?

P: There is no freedom of speech or individuality.

T: Good. What else, Beatrix?

P: People don't have democratic rights.

T: Well done class.

N: Look at the way the teacher handled the learners' answers. The first learner (*walks over to the first learner*) answered the question but didn't satisfy the teacher. The teacher gave her credit for her answer and then allowed another learner to add to the answer (*moves to the second learner*). The teacher played the same question through to different learners until she was satisfied with all the answers. We call this the "play-through" method of reacting to learners' answers.

(move to the board and write with speech) Typical words or phrases used in reproductive questions are:

- * define
- * list
- * name
- * observe
- * what do you see?

Note that the emphasis is on the mere repetition of facts. Page to page 5 in your study guide and do the work before you watch any further. Please press pause on your video-player now.

N: The next type of questions we will study is called lay connections questions. (move to white board and pin up the relevant information while explaining)

Typical words and phrases used in these questions are:

- * apply
- * illustrate
- * organise
- * compare
- * what is the difference?

Cognitively, these questions require learners to apply gained knowledge on new situations. Let's see what these questions look like in a classroom situation.

T: Now that you all know what a totalitarian system of government is all about, tell me what is the difference between a totalitarian system and a democratic system, like in South Africa, Sanet?

N: Note that the teacher has already dealt with the topic, totalitarian states. Now she wants the learners to apply their gained knowledge on new situations. In this case, a comparison between totalitarian- and democratic systems of government.

T: Yes, Sanet?

P: In a totalitarian system, people don't have any freedom but in a democratic system they have much more freedom.

T: Yes, you're right. But, can you be more specific by giving some examples?

N: The learner attempted to answer the question. The teacher, however, isn't satisfied and refers the question back to the learner in order to attempt a clearer more correct answer to the question.

P: In a democratic system a person can for example express his opinion about something freely. Each person is unique and has the right to be treated accordingly. The same can't be said about a totalitarian system.

T: Very well done Sanet. I can see you know the meaning and implications of a totalitarian system well.

N: Please go to page 6 of your study guide. You will find more information and work to do on you own about connection laying questions here. Please press pause now.

N: The last type of question we will study today is called evaluation questions. These questions are, cognitively speaking, the most complex ones a teacher can ask in a class.

The different types of questions asked in a classroom can be compared to a ladder. (*draw ladder on board and write information on it*) The higher you go, the more difficult they get and the more cognitively complex they become. We have already dealt with reproduction and connection laying questions. Now we will look at evaluation questions in a classroom situation.

T: With the characteristics of a totalitarian state in mind, how successful is South Africa in terms of a democratic system, Mari?

N: At these questions the emphasis is on the learner's interpretation and application of the work. The learner's point of view and feelings are important. The learner has to create something new by using gained knowledge.

P: South Africa is a democracy in every sense of the word. Human rights are protected and each person can make a better future for himself.

P: I agree!

T: Why Chereé?

P: All South Africans have the right to vote. We can all reach our dreams if we work hard. We can become the best in everything we want.

T: Well said. It is easy to see that all of you can see how privileged we are in our country and have much to be grateful for.

N: Words and phrases like:

- * why do you agree?
- * what do you think?
- * assess
- * criticise
- * judge
- * recommend, are used in evaluation questions.

Please page to page 12 in your study guide now. Do the practical exercise and assess your work by using the answers at the back of your study guide. You will also find more words and phrases used in different questions at the back of the study guide.

I hope that by now you will agree with me that questions are useful instruments in the teacher's hands. Questions aren't merely asked in order to test whether a pupil understood or payed attention in class. Questions can actually change your whole approach to teaching and also the quality of your teaching. These teaching skills can be used as a technique to involve the learners actively in the learning process. By using questions the teacher shares the responsibility of the learning and teaching process with the learners. They become comrades in reaching specific outcomes in the classroom.

Spend some time during your preparation to really plan your questions and use them as teaching instruments in order to reach the outcomes you wish for in the

classroom. Don't just ask questions for the sake of asking questions. You are a professional questionmaker as a teacher and should improve the quality of your teaching by using teaching skills like questions effectively, meaningfully and purposefully in the learning and teaching process.

BYLAAG B

STUDIEHANDLEIDING

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HOW TO USE YOUR STUDY GUIDE.

1. Insert the videotape into your video recorder.
2. Start reading the contents of the study guide.
3. When the study guide refers you to a section of the videotape, press play and watch the specific section on the tape.
4. Don't watch ahead.
5. Feel free to watch a section as many times as you need to understand and identify a specific type of question.
6. There is no time limit. You may study a section or more at a time. You may also use as much time, as you like to complete a section in.
7. It is important to do the written work as good as possible when the study guide expects you to work.
8. You will find answers to the exercises at the back of the study guide. Don't peep when doing the work.
9. Experiment with what you have learned in your classroom. In other words apply and use your newly gained knowledge and skills to the benefit of the learners and the quality of your teaching in the classroom.
10. Note that this specific video programme emphasises the different types of questions at a teacher's disposal. Reaction techniques will be covered in detail in another video programme. Reaction techniques are only discussed for completeness sake in this study guide.

GOOD LUCK.

THE IMPORTANCE OF QUESTIONS TO TEACHERS.

1. Introduction.

The aim of this study guide and videocassette is to give you the opportunity to gain more skill and confidence in the implementation of questions in your classroom, and thus improve the quality of your teaching. You should be able to utilise effective questions to improve your teaching environment to one where learners are actively involved in the education process and where all learners' individual abilities are optimally developed. In the following discussion emphasis will be placed on what questions really are and why they are so important to teachers.

Calitz (1987: 94) refers to Brown (1976) who defines questions as any statement that tests or creates knowledge in the learner.

Questions are important for the teaching and learning process to be effective. These days questions aren't merely asked for the sake of testing whether learners understand the work or not. Questions have become instruments which teachers use to involve learners actively in the learning process. Questions give learners the chance to participate responsibly in a discussion lead by the teacher about a specific part of the work.

It is natural for human beings to ask questions. Children for example reach a stage in their development where they ask a lot of questions. Many adults have for example been dejected as a result of continuous "why" questions asked by youngsters. If we have to be honest about it, we would also admit that many conversations are started by questions. In what has been discussed up to now, it should be clear that questions form part of the inquisitive way, in which humans live and encounter reality around them.

Attention will now be given to the following points in the discussion of questions as teaching skills: why questions play an important role in the teaching and learning environment, different types of questions and their affect on teaching and the importance of teachers' reactions to learners' answers.

2. The importance of questions in a teaching and learning environment.

Questions play an important role in teaching and learning environment. Swart (1990: 73-74) reinforces this statement and lists six reasons why it is desirable to use questions in the classroom.

1. Questions involve learners actively in the learning process.
2. Questions stimulate cognitive activities in the minds of learners.
3. Questions enable teachers to evaluate learners' progress.

4. Questions enable teachers to establish what learners already know and thus teach them what is relevant accordingly.
5. Questions can be seen as determining as far as the effectiveness of a lesson is concerned.
6. Questions can assist learners who have strayed off or who didn't pay attention to be actively part of the learning process in the classroom again.

The asking of questions play a crucial role in the process of unlocking learners' potential and enlightening them as far as the work is concerned. Calitz (1987: 80) reinforces this idea when he states that conditional to all knowledge is the fact that humans question the environment around them. Van Der Stoep (1976: 78) shares this point of view when he points out that humans are the only beings on earth capable of using language and questions to explore the environment around them.

Using questions in the process of explaining work to learners is very important. Tredway (1995: 20) states in this regard that questions are very important when teachers explain work to learners seeing that questions involve learners actively in the learning process and thus increases the amount of retention of knowledge gained by learners. In other words questions stimulate learners to be more productively part of the teaching and learning process.

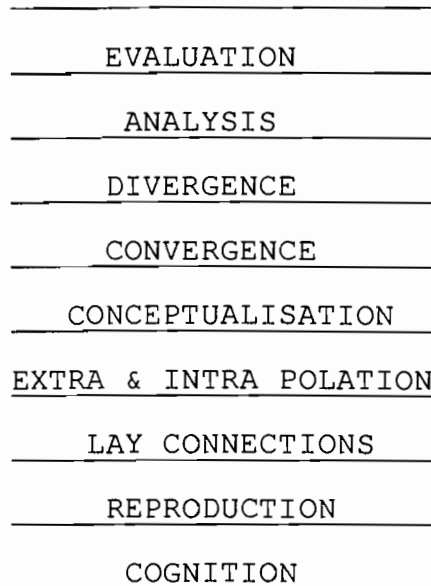
It is however important that the teacher is capable of asking effective questions. Asher (1961: 56) supports and explains this statement when teachers are described as professional questionmakers. Asher believes that teachers enhance and enrich cognitive activities and learning through the use of effective questions.

It should be clear to you now that questions are essential skill needed by a teacher who is serious about the quality of teaching and the effect of teaching provided to learners. Attention will now be given to different types of questions and their influence on teaching.

3. Different types of questions and their influence on teaching.

Questions can be classified in terms of what is expected from the learner in order to answer them correctly. Some questions for example require little cognitive skill and activities from the learner and can be seen as uncomplicated. Others on the other hand may be much more complicated and require learners to use all the knowledge they have and apply it on new situations in order to provide acceptable answers to questions. With these facts in mind, it is now possible for us to distinguish between low and high cognitive questions. Schematically this distinction between low and high cognitive questions can be seen as follows:

HIGH



LOW

Diagram 1. Low and High Cognitive Questions.

Different types of low and high cognitive questions will now be discussed together with the intellectual activities they involve. Please have the videotape ready, as you will be required to watch specific sections of the video programme in conjunction with the discussion of the study guide.

You will notice that there are illustrations at the beginning of each type of question. these are graphic "hints" that show the progression in the difficulty levels of the question types.

The first type of questions we will be studying are low cognitive questions which include cognition and reproductive questions.

3.1 Low Cognitive Questions.

First look at section 1 on the video programme before studying this discussion.

A. Cognition.



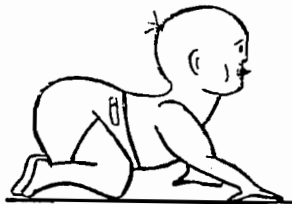
This type of questions merely require learners to observe and pay attention in class.

- Example:**
- a. Can you see the sketch?
 - b. What happens to the metal when heated?
 - c. How many membranes do you see?
 - d. Does it smell nice when we heat this material?

Your turn to write: Write down the kinds of answers you would expect learners to give to the above stated questions.

It is important for you to note that the learners needed very little cognitive effort to answer this type of questions successfully.

B. Reproduction.



When you watch section 2 of the video programme, please pay attention to the fact that reproductive questions require a little more cognitive effort from the learners than the cognition questions of section 1. Let's first view section 2 now before carrying on with the discussion.

To answer this type of question successfully, learners make use of knowledge stored in their memories on previous occasions.

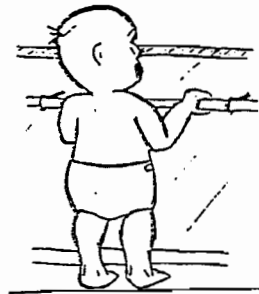
- Example:**
- a. Name the different wind directions.
 - b. Who became president of the USA in 1948?
 - c. Name the elements oxygen is made up of.
 - d. What is the formula used to calculate the surface of an area?

Your turn to write: Write down another 4 examples of reproductive questions from the subject you teach.

You will now move on, studying different types of questions which are not only more complicated than the low cognitive ones, but also require more intellectual activities from the learner. For this reason these questions are categorised as high cognitive questions.

3.2 High Cognitive Questions.

C. Lay Connections.



- Example:**
- a. What is the difference between an independent and a dependent country?
 - b. What do the present, past and future continuous tenses have in common?
 - c. What is the difference between a plant and an animal cell?
 - d. Name similar characteristics of private and other corporate companies.

These questions require the learners to involve intellectual activities such as observation, reasoning and making conclusions in order to be answered.

Look at section 3 of the video in order to see how these questions are used in a classroom situation.

Your turn to write: What is the difference between this high cognitive question and the two low cognitive questions we have dealt with in terms of what is expected from the learner in order to answer them?

D. Extra and Intrapolation.

Let's first watch section 4 of the video before discussing this high cognitive question.



Learners have to make predictions based on the knowledge they have gained. Learners must also fill any gaps that may occur in their knowledge structure independently.

- Example:**
- a. Will opposition parties in South Africa accept suggestions for peace?
 - b. How can we help to preserve our environment for the future?
 - c. What is the role that motivation can play in the workplace to increase productivity?
 - d. Can biological organisms like fungi change man's way of living healthy in the future?

Your turn to write: Write down an example of this type of high cognitive question from your subject. Then write down how you would go about answering that question correctly.

It is important for you to note that as we go on each type of question requires more and more intellectual activities from the learners.

E. Conceptualisation



Learners have to compare different parts of the work done with each other and by doing so discuss the essence of something in their own words. Take a look at section 5 of the video to see what conceptualisation looks like in the classroom situation.

- Example:
- a. What is the message of the poem we have just done?
 - b. What characteristic distinguishes a plant from an animal cell?
 - c. Look at the facts we have dealt with and compile a definition of erosion.
 - d. What is the main difference between the present indefinite and the present continuous tenses?

You turn to write: Make a list of the characteristics of conceptual questions.

F. Convergent Questions.



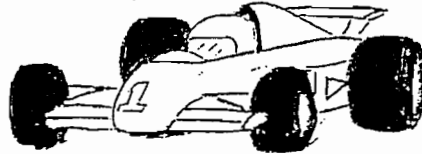
By using this type of question, the teacher expects the learner to make use of a formula or method in order to answer the question successfully. There is however only one correct answer for the question.

- Example:**
- a. What is the size of the classroom if it is five meters in length and three meters in width?
 - b. What is the amount of tax Pick-A-Pay must pay if they buy R25 000's bread from Albany?
 - c. Rewrite the following sentence starting with the underlined words: She investigated the matter carefully.
 - d. Determine whether there is oxygen present in any plant of your choice.

Look at section 6 of the video in order to see a further example of what convergent questions are all about.

Your turn to write: How do divergent questions differ from convergent questions?

H. Analysis and Synthesis.



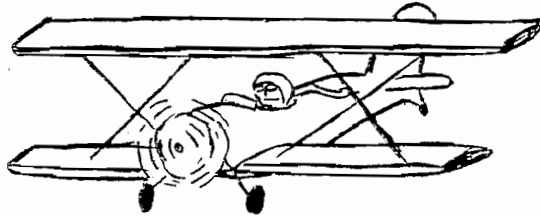
These questions require intellectual activities such as problemsolving procedures, exploration, breaking a complicated issue up into something more elementary and understandable, making comparisons and combining units of work in order to produce creative answers.

- Example:**
- a. What can be seen as the main reason for violence in South Africa?
 - b. Analyse this poem and write down your own theme for the poem.
 - c. Draw up a plan of action for your company to increase their sales for the coming festive season.
 - d. What was the main reason for the outbreak of the Second World War?

Use section 8 of the video now to help you understand analysis and synthesis as a high cognitive question better.

- Your turn to write:**
1. Identify the cognitive activities involved in answering these questions.
 2. Which of the example questions are analytical and which are synthetic?

I. Evaluation.



Your turn to write: How would you go about evaluating and answering a question like: Should South Africa reinstall the death penalty?

Look at section nine of the video programme to see what evaluative questions look like in the classroom situation.

Learners are required to use gained knowledge as criteria to test norms, values and take stand on some part of the work.

- Examples:**
- a. Should South Africa reinstall the death penalty?
 - b. Do you see cloning as a scientific and biological break through? Is it morally acceptable?
 - c. Do you agree with Hitler's concept of the superior race? Why?

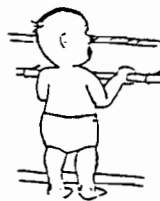
Learners don't have the same capabilities. It is therefore important that teachers should ask questions which will allow all learners in class to benefit from them and be able to actively take part in the classroom. This implies a certain amount of flexibility from the teacher. A teacher should thus be flexible enough to move from low to high cognitive questions depending on individual and group needs. In this way the teacher uses questions as teaching skills to stimulate learners and provide them with quality education which addresses their needs. Burns (1985) and Thomas (1992) agree that effective instructional questions play a major role in the successful education of learners.

In the discussion so far attention has been given to different types of questions. It has also been established that it isn't enough for teachers to be aware of the existence of these questions, but also be flexible and skilled in using questions to the advantage of the learners. During a lesson it may happen that a teacher makes use of various types of questions in a specific order to achieve a specific outcome. When questions are asked and relate to each other in a specific order, it is referred to as a question sequence. There can be distinguished between an ascending, descending and horizontal question sequence.

3.3 Ascending Question Sequence.

The teacher asks a question and realises that it is too easy for the class, or the teacher's aim is to challenge the learners cognitively. Under these circumstances a teacher will make use of an ascending question sequence. The ascending question sequence will for example be as follows:

1. What are a few successful steps that the government has already taken to ensure peace?

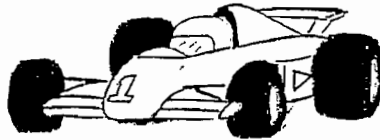


2. The teacher realises the question was too easy and asks another question on the same topic but on a higher cognitive level.

3. Which steps can the government take to ensure peace between opposite parties in South Africa?



4. The teacher follows through and aim at challenging learners on a cognitive level by asking another question requiring even higher intellectual activities from the learners.
5. Which steps taken by the government to ensure peace in South Africa seem acceptable and successful? Motivate your answer.

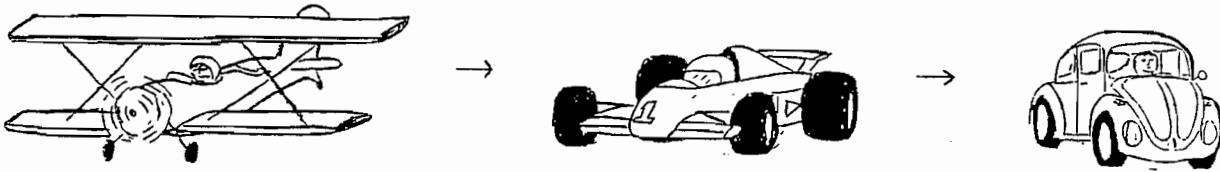


Numbers 1 - 3 are examples of an ascending question sequence. The teacher moved from the elementary (that which seemed obvious) to the fundamental (more difficult and not so obvious) by asking questions which became systematically more difficult on a specific topic. The opposite is applicable when a teacher deals with a descending question sequence.

Your turn to write: Write your own example of an ascending question sequence.

3.4 Descending Question Sequence.

The teacher asks a question but realises that it is too difficult for the learners. The questions which follow will be on the same topic with the same outcomes in mind, yet it will systematically become easier. Schematically the descending question sequence is as follows:



Your turn to write: Write your own examples of descending question sequences.

3.5 Horizontal Question Sequence.

Another question sequence which can be distinguished is the horizontal sequence. In this sequence the teacher asks questions on the same topic, with the same outcomes in mind and on the same level. Schematically this sequence can be illustrated as follows:



Your turn to write: Write your own examples of horizontal question sequences.

In the discussion so far attention has been given to the importance of questions when teaching, different types of questions and various question sequences which can be distinguished. A teacher can't however concentrate on the asking of questions alone. The teachers' reactions on learners' answers are equally important when a teaching skill like questioning is involved. The following discussion will report on the different reaction techniques available to a teacher in order to establish a secure environment in which learners are eager to participate in classroom activities.

4. Reaction Techniques.

The aim of this discussion is to indicate to the reader that the way a teacher reacts to a learner's answers is equally important as the skill of effectively asking questions.

Thomas (1992: 24) believes that teachers' reactions to learners' answers are so important that it could have an influence in a positive way on the learning process. Greathouse and Karmos (1990: 4) agree with Thomas when they point out that a question could be regarded as incomplete or ineffective if it isn't followed up by a proper reaction from the teacher.

When learners are given the opportunity to answer questions, it is ideal not to interrupt them at all. The teacher should rather have an attitude of encouragement, motivation and creativity towards the learner responding to a question. Attention will now be given to the most desirable ways of reacting to correct, incorrect, partially correct and no given answers by learners.

It is essential that teachers should give immediate feedback to all learner answers. The teacher's reaction should be aimed at the answer and not the person or learner.

4.1 Correct Answer.

If a learner provides a correct answer, the teacher may use body language or verbal commentary to praise the learner and let him know that his answer was successful. Teachers should strive to create a safe environment in the classroom where learners are willing and eager to participate and recognise the teacher as a person who appreciates their efforts.

4.2 Incorrect Answer.

Incorrect answers require tact from the teacher. Teachers should strive not to create a negative atmosphere in class as a result of their reactions towards these answers. Sarcasm and personal attacks must be avoided at all cost. The learner's incorrect answer should also not be ignored by the teacher. The teacher should try to concentrate on incorrect intellectual activities that caused the learner to provide a wrong answer. In his reaction, the teacher should aim at guiding the learner to answer the question correctly and thus leaving the learner

with the willingness to answer other questions, even if mistakes occur.

4.3 Partially Correct Answers.

When learners provide an answer that is only partially correct, it is the teacher's responsibility to recognise and give credit to the learner for the part of the answer that is correct. The teacher should provide enough space for the learner to evaluate his own answer and rectify his mistakes. Reactions where the teacher guides the learner and provides time to improve the answer are commendable under these circumstances.

4.4 No Answer from Learners.

Sometimes learners don't react or answer a question at all. Perhaps the question was too difficult in which case the teacher will react by using a descending question sequence. It can also be that the learner didn't understand the question very well. The teacher could react by reformulating the question more clearly or providing the learner with examples to guide him in answering the question successfully.

If a teacher uses effective questions and reactions in an encouraging way, it is possible for such a teacher to create an environment where learners are willing to actively take part in the learning process. Interaction and communication in the classroom is thus not only initiated by questions, but also kept healthy and alive by the way teachers react to learners' answers. A more detailed distinction can be made in regards to the way teachers react to learners' answers. Sometimes the teacher may aim at ending a specific discussion by means of his reactions or initiate and encourage interaction through other reactions. These reactions are called terminal and medial reaction techniques.

4.5 Terminal Reaction Techniques.

These reactions are characterised by the fact that they are all aimed at ending a discussion. The following terminal reaction techniques can be identified:

4.5.1 The teacher answers the question himself.



The teacher realises his question is too difficult, ineffective or unclear. The teacher then answers the question himself.

4.5.2 Accept and Repeat.



The teacher accepts the learner's answer by merely repeating it.

4.5.3 Accept, Repeat and Draw a Conclusion.



The teacher accepts the answer; he then repeats it but also derives a positive conclusion from the answer.

4.5.4 Non Verbal Acceptance.



The teacher makes use of positive non-verbal body language to respond to the learner's answer.

4.6 Medial Reaction Techniques.

Teachers use medial reaction techniques to initiate, encourage and maintain the teaching - learning communication and interaction.

4.6.1 Play-Through Reaction Techniques.



If a learner's answer isn't totally acceptable the teacher plays the same question through to a few other learners until the teacher is satisfied with a learner's answer.

4.6.2 Referring the Question Back to the Learner.



The teacher evaluates a learner's answer. When the teacher isn't satisfied the question is referred back to the same learner and the teacher assists such a learner to come to a more acceptable answer to the question.

4.6.3 Focus and Elucidation.



After a teacher received an incorrect answer or an "I don't know" answer, the teacher focuses on that learner by starting to ask related question to guide such a learner to the correct answer. In this category a teacher may also require a motivation from the learner in order to establish how an answer was reached.

4.6.4 Encouragement.



A teacher acknowledges a learner's answer with positive reactions. The learner is thus encouraged to participate and be more self-assured when in interaction during class.

It is important that the teacher maintains a balance between the different reaction techniques in class. interaction and communication in the classroom will for example be restricted to a large extent if the teacher makes use of too many terminal reaction techniques. In this situation the learners won't have any encouragement to participate in classroom activities and discussions. The result of the above mentioned situation will be passive learners in the learning process. Schematically the described situation can be seen as follows:

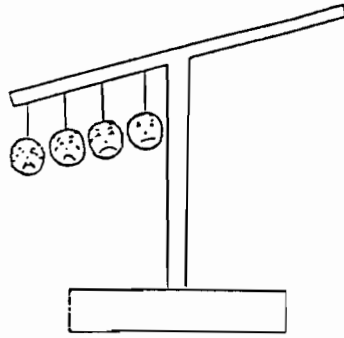


Figure 2. Emphasis is placed on terminal reaction techniques with a negative affect on the interaction between the teacher and the learners.

The opposite to the above mentioned is also true. If the teacher places too much emphasis on using medial reaction techniques, the interaction and communication process can also be affected negatively. Too many medial reaction techniques can diminish contributions made by the teacher in the classroom with the affect of weakening the quality of education provided to the learners. Schematically this situation can be seen as follows:

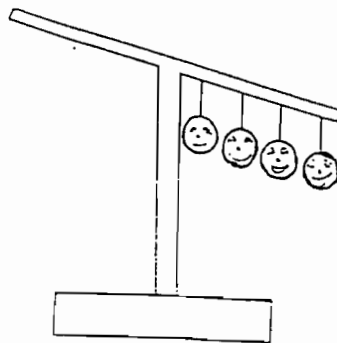


Figure 3. Too many medial reaction techniques can weaken the quality of the education.

With all these facts in mind it should be pointed out that a teacher should strive at reaching a balance in using terminal and medial reaction techniques in class. A teacher should be skilled, capable and effective in alternation different reaction techniques according to unique demands and circumstances in the classroom. Questions and the teacher's reactions on answers should also be integrated in the process of reaching specific outcomes in education. It can also be used to differentiate and meet learners' individual needs in the classroom. The teacher should strive at creating a learning environment where learners are stimulated to be actively involved with the learning process by using questions and reaction techniques. Each learner's opinion should be treated as important and worth while. Schematically this situation can be seen as follows:

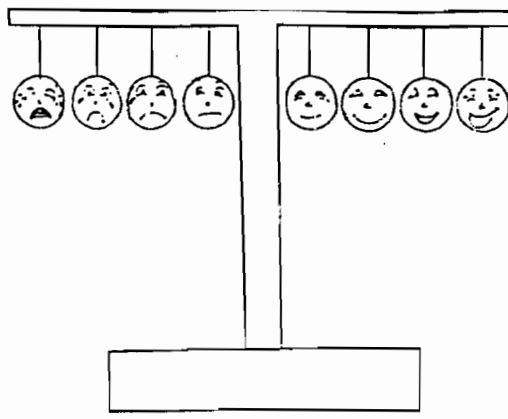


Figure 4. Balance between different reaction techniques creates a secure learning environment.

5. Question and Answer Sequences.

It should already be clear to you that questions are important and effective teaching skills that can be used by a teacher to improve the quality of teaching. Questions can also increase the involvement of learners in classroom activities to a large extent. In the discussion so far it has already been stressed that a teacher can choose between different types of questions to meet the needs and development levels of the learners (differentiation). Your attention was also drawn to the importance of the teacher using appropriate and correct reaction techniques. Based on what has been discussed so far, it is now possible to analyse and classify your own and other teachers' questions and reaction techniques used in the teaching process.

A teacher can for example ask a low cognitive question to the learners and use a medial reaction technique to respond to the learner's answer. Such an interaction process is called an episode. A lesson is divided up into various episodes depending on different questions asked and the reaction techniques used during the teacher's lesson.

The aim of this study guide is to draw your attention to the practical skills involved when a teacher deals with a teaching skill like questioning. Different types of questions have been identified and demonstrated in the course of the discussion in the study guide and on the video programme. It has also been established that no question is complete unless a teacher reacts on the learner's answer in an appropriate way. The reader's attention was thus also focused on different reaction techniques that a teacher can use in communicating with learners.

To summarise then, there is a correct and an incorrect way in approaching and using questions in the classroom. If the skill of asking questions is incorrectly used, the quality of teaching may be affected negatively. In general the following principles should be implemented when directing questions to learners and reacting on their answers:

1. Aim the question at the group rather at a specific learner.
2. Ask the question, give a pause and then identify a specific person to answer the question.
3. The question should involve as many learners as possible in order to reach an acceptable answer.
4. Involve those learners who don't participate spontaneously in class.
5. Always bear in mind the level of development of the learners when asking questions.
6. Questions must be absolutely clear. The learner should know exactly what is required of him in order to reach a correct answer.
7. Maintain a balance between questions requiring insight from the learners and factual questions.
8. You should include both low and high cognitive questions in order to give everybody an equal opportunity to respond, but also to challenge the learners' abilities.
9. Never allow the whole class to answer a question simultaneously.
10. Don't speak inaudible and unclear.

6. Conclusion.

A teacher's preparation isn't finished after it has been established what will be done in class the following day. The work can be compared to a piece of meat. It depends on the teacher whether that "meat" (the work) is prepared exquisitely for his guests (the learners) or whether the "meat" will be dull to the guests. Something which they dislike and will have no motivation to devour. Asking questions can metaphorically speaking be seen as a successful recipe which is capable of generating success, motivation and a healthy learning environment to both the teacher and learners. The only condition is that the teacher should be skilled and able to ask effective questions and react positively to learners' answers.

ANSWERS TO THE WORK DONE AT DIFFERENT TYPES OF QUESTIONS.

A. Cognition.

- a. Yes/no
- b. Melts or turns red
- c. Two/three ...
- d. Yes/no

B. Reproduction.

Any question where learners have to merely repeat facts that have been learned at an earlier stage will be correct.

C. Connections.

At the two low cognitive questions the learners only had to observe and repeat something they have learned before. At Connections learners have to think a little further. They have to show a little insight by reasoning about something and then come to a logical conclusion.

D. Extra and Intra Polation.

Your answer will be correct if the learners make use of work you have already done in your classroom to give them clear guidance to make predictions based on their knowledge.

E. Conceptualisation.

- 1. They test the factual knowledge of learners.
- 2. They stimulate insight in the sense that facts have to be interpreted.
- 3. Learners have to combine and compare facts or parts of the work.
- 4. After all the above mentioned a learner will identify the essence of some part of the work with the aid of conceptual questions.

F. Convergent Questions.

Your answer will be correct if the questions you have

formulated require learners to make use of a formula, rule or method for which there is only one correct answer.

G. Divergent Questions.

At Divergent questions, learners make use of different methods to answer the question. At Convergent questions there is only one acceptable method to be used in order to answer the question. There are more than one acceptable answer to divergent questions and only one acceptable answer to convergent questions.

H. Analysis and Synthesis.

Cognitive activities:

1. Problemsolving.
 2. Breaking a complex problem up into smaller understandable parts.
 3. Compare parts of the work with each other.
 4. Combine parts of the work.
-
- a. Synthetical
 - b. Analysis
 - c. Synthetical
 - d. Synthetical

I. Evaluation.

1. I would read up or look at all the available facts and arguments on the matter.
2. I would consider the positive and negative aspects of the matter.
3. I will then take stand and motivate my point of view with logical facts and reasoning.
4. I would try to stay as objective as possible.

BYLAAG C.

VIDEObAND

BYLAAG C1.

KRITIESE FAKTORE MET BETREKING TOT DIE PRODUKSIE VAN DIE VIDEOPROGRAM

1. Die voorbeeld van 'n videoprogram op die videoband wat ingehandig is, is 'n eenvoudige en nie-professionele produk.
2. Die videomateriaal is in die didaktiek-laboratorium van die Randse Afrikaanse Universiteit opgeneem. Dit hou die volgende implikasies in vir die gehalte van die videoprogram:
 - a. Aangesien die klank in die lokaal deur slegs een mikrofoon opgeneem word, is die klank nie van dieselfde gehalte as wanneer al die persone in die lokaal individuele mikrofone dra wat met die kamera verbind is nie.
 - b. Die opneem van die videomateriaal is deur die navorser self behartig. Die kwaliteit van die videomateriaal sal verbeter wanneer van 'n professionele kamerapersoon gebruik gemaak word. Tegnieke soos fokus op detail (zoom) sal dan suksesvol aangewend kan word, sonder om afbreek te doen aan die kwaliteit van die videoprogram.
3. Die navorser het besluit om 'n nie-professionele videoprogram in te handig, as gevolg van die hoë koste betrokke by die professionele vervaardiging van 'n volledige program soos in die draaiboek beskryf.
4. Die volgende drie tipes vrae van die studiehandleiding word in die videoprogram geïllustreer:

a. Reproduksie	pp. 5-6	bylaag b.
b. Verbandlegging	pp. 7-8	bylaag b.
c. Evaluering	pp. 12-13	bylaag b.
5. U word versoek om eers die bladsy te lees oor hoe om die studiehandleiding en videoprogram te gebruik aan die begin van die studiehandleiding.

BYLAAG D.

VRAELYS

Dear Respondent

Thank you very much for taking the time to complete this questionnaire.

The aim of this research is to create in-service training programs for teachers and thus improve the quality of the teaching they provide to the learners.

Please complete this questionnaire to the best of your ability and as honestly as possible. In doing this you will not only form an important part of the success of this study, but also in creating an in-service training program for teachers in the skill of asking questions.

Please note that there are no wrong or right answers to the questions. **Thank you very much.**

**ANSWER THE FOLLOWING QUESTIONS BY DRAWING A
CIRCLE AROUND THE APPROPRIATE NUMBER.**

NONE
1

2

SOME
3

4

VERY MUCH
5

1. To what extent are you available for in-service training one hour each week?

1

2

3

4

5

2. To what extent is a television set, including a video recorder at your disposal?

1

2

3

4

5

3. To what extent could your teaching skills be improved?

1

2

3

4

5

4. To what extent is asking questions a skill, which can be acquired?

1

2

3

4

5

5. To what extent could asking questions improve the quality of teaching in the classroom?

1

2

3

4

5

6. To what extent did your initial training provide you with the skill of asking questions on a practical level?

1

2

3

4

5

7. To what extent should questions be used to establish whether learners have paid attention in class?

1

2

3

4

5

8. To what extent should the teacher use an equal number of low and high cognitive questions during his lesson?

1

2

3

4

5

9. To what extent is asking questions a valuable skill?

1

2

3

4

5

10. To what extent could asking questions assist you in carrying across the work effectively to the learners?

1 2 3 4 5

11. To what extent are teachers sensitive to the way they react to learners' answers?

1 2 3 4 5

12. To what extent should teachers respond to learners' answers in a medial way?

1 2 3 4 5

13. To what extent are you willing to incorporate effective teaching skills in your classroom?

1 2 3 4 5