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**COLLEGE OF EDUCATION**



*A Constituent College of the University of Dar es Salaam*

# **Dealing with Students' Undesired Responses to Teachers' Oral Questions in chemistry classrooms**

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# Overview



- Brief background –study objective
- Study context –participants, methods and analysis
- Results
- Implications -conclusions

# Objective/aim of study



- How do teachers react when their students respond with incorrect or undesired answers to orally posed questions?
- What kind of teachers' practices are poised to promote students' progressive learning?

# What research has to say on teaching questioning



- **Teachers' current practice (1912 – 2019)**
  - Mainly facts questions
  - Little or no wait-time
  - Authoritative-communicative approach
  - IRF

# Recommended – *Productive questioning*



- Closed/open-ended questions
- Reflective tosses
- Wait time
- Students' questions/contributions
- Context of questions/situation adequacy
- Non-authoritative – dialogic communicative approach

# Context of study; participants; data sources

To wards learner-centered teaching  
(MoEVT, 2005)

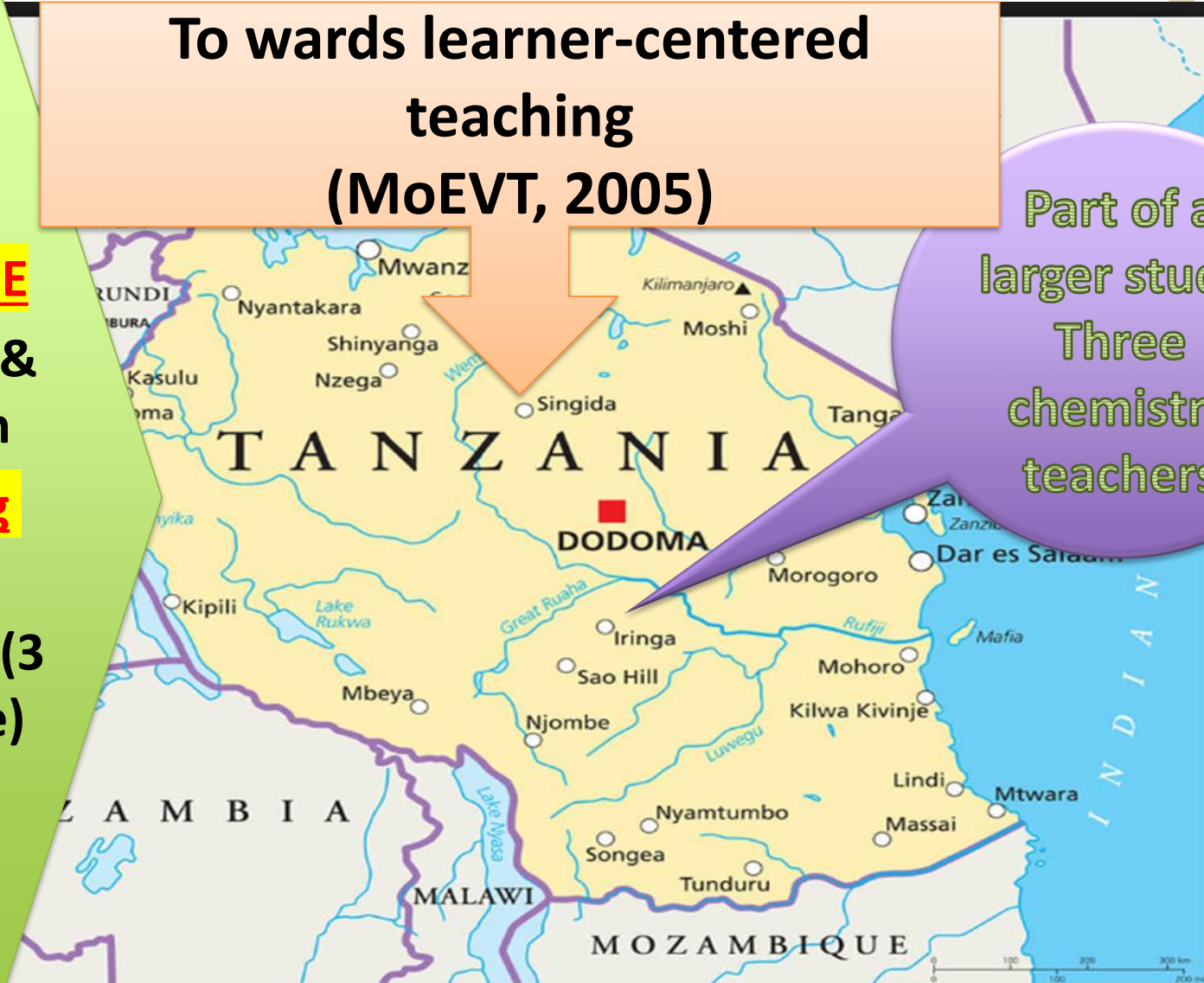
## LANGUAGE

➤ Swahili & English

## Schooling system

□ 7 -(4-2)- (3 or more)

Part of a larger study,  
Three chemistry teachers



# Data Sources

- ❑ Observed in *actual teaching*
- ❑ Interviewed after a period of one year
  - ✓ Actual teachings –video recorded,
  - ✓ Interviews –audio recorded,  
transcribed verbatim

# Underpinning theoretical lens



- Towards a non-authoritative dialogic classroom communicative approach (Mortimer & Scott, 2003)
- Questions as *mutual constructions* between teacher and students
  - the interdependence of language and context (Carlsen, 1991)



# Analysis:



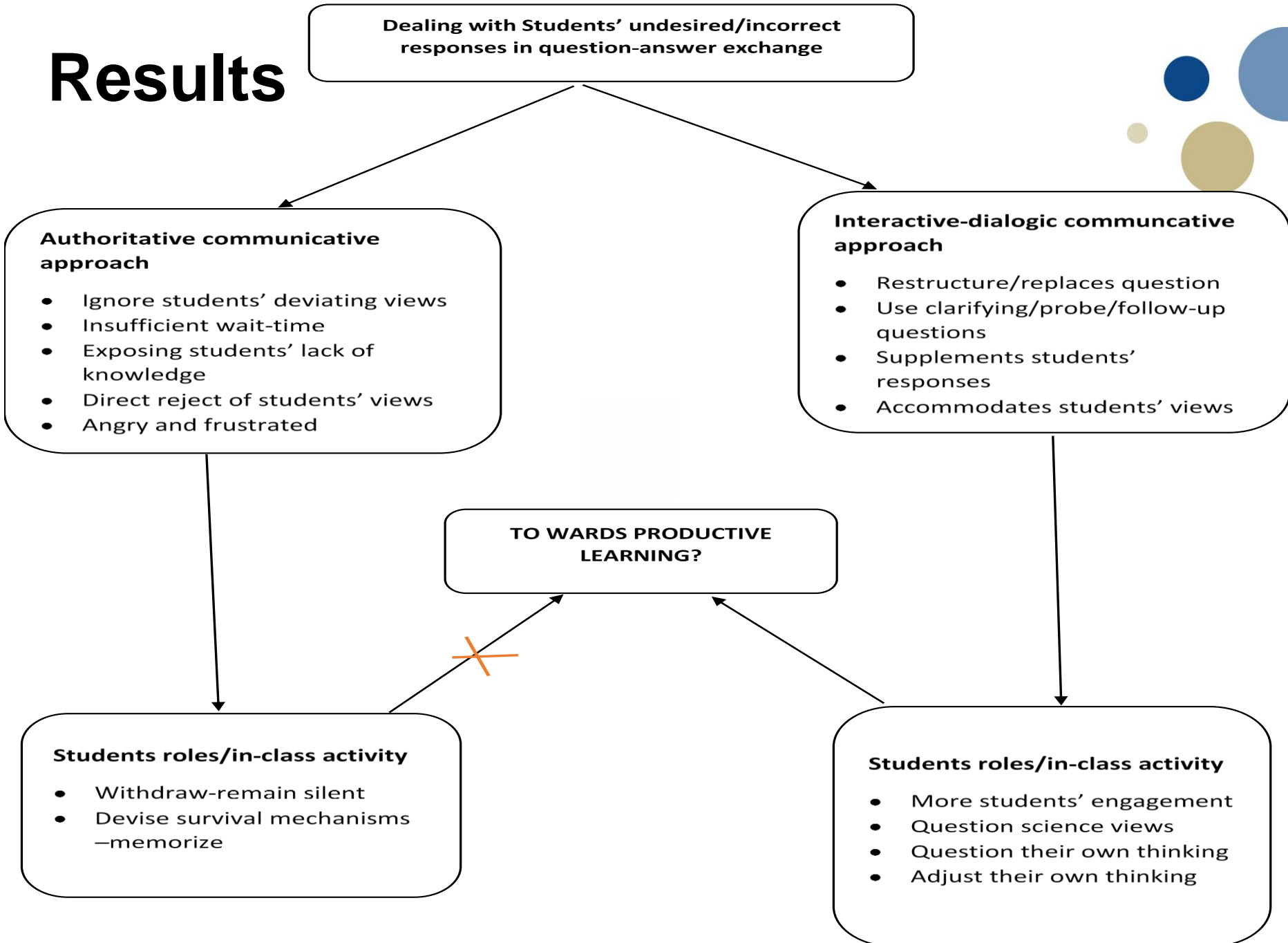
## Actual teaching situations:

- A socio-linguistic perspective taken into account in studying questioning situations
- Foci points—question exchanges involving unwanted/incorrect responses

## Interview data:

- Intepretively analyzed following Gadamer's philosophical hermeneutics

# Results



# Conclusions & Implications

## □ Conclusions

- Authoritative communicative approach dominant (questions mainly factual)
- Lack knowledge/competence dealing with students' varied views not aligned with pre-specified science
- Use of classroom powers does not allow for exploration of opportunities

## □ Teacher training needs

- TPDP on inquiry based teaching
- Role of teacher questions in teaching



# References

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Thank you so much  
(Asante sana)

