

Planning of questions for various level of reading of textbooks for early grade students

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Abstract

During the entire history of education, questioning has been one of the usual techniques of teaching. Despite all the changes in the education theory and technology, this technique continues to be usual, because it is an efficient tool to increase learning. Questioning is an interactive relation, which enlivens the conversation, by giving continuity to the finding of final result. Questioning should be assessed as a technique, which gives high results, when it is managed successfully and with attention towards the teacher, playing meanwhile an important role during the learning of students. Through various planed activities, I tried to influence teachers in order to plan as many questions as possible, for the development of student's critical thinking.

Taking into account the development of further activities I focused in the results extracted from the data gained from the observation of teachers, target group, consultations with teachers, and took into consideration various literature which considered this issue. This research included five teachers that teach in classes 1-5, in the ELSS "Emin Duraku" in Prizren/Kosovo. Observation consisted of two periods. Results of the first period of observation showed that while preparing the teaching work, specifically planning of questions I noticed that a big number were direct questions with a low level of thinking. The research continued by maintaining the target group focused where important discussions were held about the importance of planning the questions of different levels that helped students to understand what they read and also contributed to the increasing of their interest for reading-understanding of various school texts. Then the second period of observation was conducted. Results showed that there were differences in the planning of questions by teachers, compared to the results of the first period of observation.

Conclusions of this operational research showed that students can understand easily various school textbooks. Besides this, teachers should try to choose textbooks for students where they can implement various levels of questions of reading-understanding, within the textbooks (within the curriculum), in order for students to be able in the easiest possible way to understand various contents of school textbooks.

Therefore, I can stress that cooperation with teachers is crucial in order to bring results, especially in planning questions of various levels.

Research was conducted during the period April – May 2015.

Keywords: *Research in action, observation, target group, observation sheet, cooperation.*

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