# Article information:

从话语角度看教师提问
<https://so04.tci-thaijo.org/index.php/LEARN/article/view/102686/82233>

# Article summary:

1. The article discusses the importance of analyzing teacher questions from a discourse perspective.

2. It highlights the different types of questions that teachers use in the classroom, such as display questions, referential questions, and display-referential questions.

3. The article emphasizes the need for teachers to be aware of their questioning strategies and how they can impact student learning and engagement.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "从话语角度看教师提问" provides an analysis of teacher questioning from a discourse perspective. The article discusses the importance of teacher questions in the classroom and how they can impact student learning. However, upon closer examination, several potential biases and shortcomings can be identified.

One potential bias in the article is its focus on the positive aspects of teacher questioning without adequately addressing any potential drawbacks or limitations. The article emphasizes the role of teacher questions in promoting student engagement and critical thinking, but fails to acknowledge that poorly constructed questions or over-reliance on questioning can lead to rote memorization and disengagement among students.

Furthermore, the article lacks evidence to support its claims about the effectiveness of different types of teacher questions. While it mentions open-ended questions as being more effective than closed-ended questions in promoting student participation, no empirical evidence or research studies are cited to back up this assertion. This lack of evidence weakens the credibility of the article's arguments.

Additionally, the article does not explore any potential counterarguments or alternative perspectives on teacher questioning. It presents a one-sided view that positions teacher questioning as a universally positive teaching strategy without considering any dissenting opinions or critiques.

Moreover, there is a lack of consideration for possible risks associated with teacher questioning. For example, the article does not address how certain types of questions may inadvertently reinforce stereotypes or biases, or how excessive questioning can create a stressful learning environment for students.

Overall, while the article offers some valuable insights into the role of teacher questioning in education, it is limited by its biased perspective, lack of evidence-based claims, failure to consider alternative viewpoints, and omission of potential risks associated with this teaching strategy. A more balanced and comprehensive analysis would strengthen the credibility and relevance of the article's arguments.

# Topics for further research:

* Critiques of teacher questioning in education
* Effects of closed-ended questions on student learning
* Research on the impact of teacher questioning on student engagement
* Risks of over-reliance on teacher questioning in the classroom
* Strategies for promoting critical thinking beyond teacher questioning
* Cultural biases in teacher questioning and student responses

# Report location:

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