

## QUESTION METHODS CONSISTENCY DURING TEACHING PROCESS WITH STUDENTS IN CENTER

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### ABSTRACT

In our paper we will focus on foreign language knowledge, phonological elements and lexical grammar that are closely related to the integration of communicative teaching methods. It really means to include all strategies, among which the process of asking constitutes one of the most important objectives of the curricula content using in full optional the adaptation to specific situations and communicative potential as well. The process of asking passes through the comprehension process of the message given and its crystallization. Someone who question, requires and displays simultaneously. **a)** the clarification of previous message **b)** the goal and the future prospectus **c)** the certainty. In Japan during the process of teaching children are not allowed to ask, it is considered offensive for both sides teacher-student! In this context where institutions are as widely different as they are equal on knowledge, let me include a statement of the 44<sup>th</sup> US President Barack Obama says "*asking and projecting questions is not a sign of weakness but a sign of a strong character!*" For this study reason, the definition of skills or psycho-pedagogical competencies that are present, align these efforts necessarily require their implementation in practice of our international education, as well as monitoring the values and more over in their further improvement.

**Keywords:** Methods of questioning; communication skills; essential; receptive; active and passive.

### INTRODUCTION

Besides knowledge of foreign language and its tuitions instruments should be noted the integration of communication methods. Another milestone is more efficient handling the problematic situations. Such situation in the case of the English language (Eng 131 is code for specific English of Law students) and Law science arises from the contradictions that arise between the concepts acquired by the students and the inability to adapt the foreign language with the practical juridical situation and over ahead, to resolve new situations coming up. The third issue is addressed to one of the most contemporary methods; Student-centered teaching, which is de facto in classes. This method has attracted not only the attention of specialists in psycho-pedagogy but also researchers in the field of linguistics, foreign languages, teachers and pedagogues who apply daily process of teaching. All these are functional and situational methods for learning foreign languages, which enable pupils and students to adjust, take advantage of some more to own and use pedagogical systems (indicated by teachers). Thus they are able to adapt phonologically, grammatically, it is relevant levels of each student (elementary, intermediate, advanced one). In this context the process of questioning remains an ongoing activity and permanent one where problematic situations exist, although they are not definitively resolved in this article.

### LITERATURE REVIEW

#### **Problematic situations and mastery of questioning**

This method consists in creating challenging situation. This situation in the English language subject ENG 131 arises from the contradictions that arise between the concepts acquired by

the students and the impossibility to achieve firstly **a)** the complete understanding **b)** the suitability of the English language for the students attending the respective branches (in our case the law English), **c)** the maximum absorption which leads to an efficient development of English speaking, which means the specific terms of specific English in Law terms. Always we have kept thinking and we have sustained the opinion that this method can not be applied completely. Tests carried out in several schools (Non-Public High School) and auditoriums shows that this method can be used from secondary schools up to university education in the university system auditors in the subject of specific English Eng 131, jurisdictional sciences, technical sciences and humanities.

## THE AMERICAN LEGAL SYSTEM AND THE FEMALE FIGURE

A) The American legal System and the female figure?

-How does Female figure appears and penalty? .

-Is it accepted to have the same penalty as men?

-Law of survival and life in wild reality how is the female figure unveiled in front of us?

B) CONDITIONAL SENTENCE

-IF I was the president of the United States, I'll ask for the Law changes in Parliament.

-IF Amy spoke German, things would have been better.

-If I hadn't visited U.S.A. I would have never spoken for this!

After creating challenging situations in both subjects, the key is to analyze the situation and its solution. Questioning constitutes the most traditional method, however it is still used today. According to John Dewey "Knowing to ask questions means knowing to teach". During the questioning in the teaching process, surely are used multiple types of questions.

**We are showing some:**

**1- Questions that control memory.** Such questions could be:

a) What time of grammatical verb know so far?

b) What does the text speak about?

**2- Proving analytical ability of the students.** Such questions might be:

a) What do conditional sentences express?

b) Can you express the difference between eras, although it appears unclear?

c) How does female figure appear in these times? What laws favor and do not favor her?

**3-Questions that check-up students' abilities in order to select datas.**

a) Grouping sentences and specify simple and complex tenses?

b) Synthesize information and fact situation.

**4- Questions that control students' ability to interpret.**

a) During the process of retelling, Interpret sentences belonging to the Conditional sentences!

b) Interpret Freedman writer quotation: "There is something that a man can ever avoid - Writing history, its social background, his epoch including politics."

**5- Questions that confront students with hypothesis' idea.**

a) Why Zero conditional sentence cannot be called first conditional?

b) Can we call female figure as post-modern American?

6- Questions that encourage students' creative thinking .

a) What conditional sentence will be used ,if you were in the place of someone who has failed the exam ....? Example: Start the dialogue with the “ IF I Were YOU ..... .. (I would.. ..)”

c) Is there a contradiction in facts that makes you create a second opinion?

### De-facto' teaching classes

During teaching method when questioning method is used, the teacher should consider three phases:

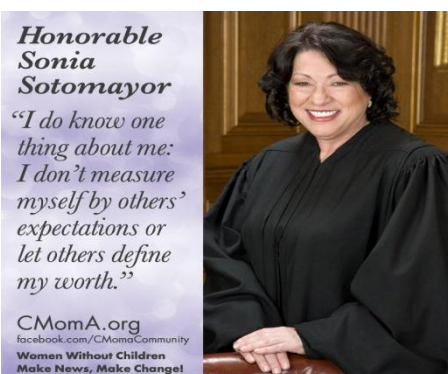
**a-** questions planning This planning is done taking into consideration, course learning objectives, the experience and needs of students, the amount of questions, time available etc.

**b-** Asking the question.

Asking question should be done primarily to teach and not to reveal how much the student knows. The Questions are conducted by teacher, but also students are encouraged to ask questions. There should be recurrent or repeated questions. Students should be given time to consider or think about their response

**c-** question treatment.

During this phase the teacher listens to students' responses carefully, hosts graciously any response by approving only the correct answers using the stimulus .Then when deemed necessary interferes with convincing arguments to clarify the situation and then moving from one subsequent learning situation to another .This allows the teacher to pass through the chain process of questions which are very helpful in such hours, where questions after questions students receives a complete and accurate information.



”  
Returning to the question of penalty , she claims that women **who served time in penal institution** between 1820 and 1870 were not subjects to the same prison regimes as male inmates. **If** they contradicted, they **wouldn't have** been listened. In practice,they turned out just like prisons ,oriented to **surveillance** ,control and work but with an expanded vision of **rehabilitation** and

reform meant to penetrate the emotions, psycho and personality through therapy .With this double form of control of both the body and the inner person ,surveillance and **control penetrated still deeper** and confinement for women became even closer.(1986:208) “*Punish and Critique-Toward a feminist analysis of penalty*”

The men experienced isolation , silence and hard labour, but the dearth of accommodation for woman inmates' made isolation and silence impossible for them, and productive labor was not considered an important part of their routine . However **the neglect** of women prisoners was “rarely benevolent’ . On the contrary a pattern of overcrowding , harsh treatment, and sexual abuse recurred throughout the nineteenth-century women’s prison system(1981:11-15) “*Punish and Critique-Toward a feminist analysis of penalty*”

The upper part regards to English language Eng 131 (for jurisdictional science). According to a traditional reading of the text students / pupils cannot grasp thoroughly the meaning of it and do not know about female Penalty in USA, starting from the new words and information on the text what they want to know more .

To make it more useful information part are providing implementation of the method.

1- The presentation of the topic

2- Text reading preparation, should be done by teh sign regarding to INSERT chart.

“√ Tick” (check- up) if you know s.m.th

“-“ (minus) if you do not know s.m.th

“+” (plus) if the information and law terminology is new.

“?” (question mark) If the information is uncertain.

3 Once the student finishes reading the text, stops a moment to reflect on what you they have read. After returning from their friend or partner, they discuss what they have read.

Some of the questions that the lecturer leads are:

-What grammatical tenses are used, which literary style does this text show?

-What are the knowledge that you previously had for female penalty?

-What Information did you receive?

-What do black words indicate?

Signs can serve as a suitable reference for information that confirms previous or no previous knowledge of the students. They also include new and uncertain information, idiomatic expressions, specific legal terms, interest and new ideas that they want to learn more. It is worth to equip each participant, student with a sheet in partition chart.

## METHODOLOGY

The methodology used is that of empirical but I can confess that the comparative method is evident. Students have practiced by themselves the knowledge taken and they have assessed alone their results by using the Insert chart.

## RESULTS

### INSERT CHART in Students' hand.

The past simple and the Conditional sentences combined with information on female image and Penalty in the USA.

√ tick	+	-	?
-- Past time, used during narrative style. .- <b>who served time in penal institution</b> - <b>surveillance</b> - <b>control</b> <b>penetrated still deeper</b>	Judge Sonya Sotomayor a woman known for her jurisdictional courage in a man's world.	When placed penal institutions, the role of women in them? What were the advantages and disadvantages for women who commit criminal punishment?	- "When is using conditional sentence" And what type is it? In which laws appear more conditional sentence? (Students must respond in case of parole, or conditional house arrest. (Students should prove by Examples )

4- Students discuss the text, they may expand it further by a video- projector, which can be completed at home, but before this, it is given the right answer to questions of students reflected in the insert chart.<sup>3</sup>

5- The student must provide a suitable translation in the text and not literally jurisdictional expressions and convey the message that it conducts. Thus the class becomes more pleasant and the information spreads more efficiently when learning and teaching has between them the exchange of information, the entertainment and the tolerance although learning often is a trilateral problem (teacher - students - parents)

## DISCUSSION

One of my favorite sentences in the Constitution of Bavaria is located precisely in Article 131 which states: "Schools should not only transmit knowledge and skills, but should form character and the heart." I think that the problem arises here. While the child a long time ago went to school in order to learn by all senses, mind, heart and hands, and besides these strangely he progressed quickly with all faults and disturbances. Now learning at a certain rhythm seems often troublesome. Not because he was afraid of efforts, but because he doesn't know why he/she need to learn something that doesn't interest. A high-school girl showed to me happily for the work done during the holidays and expressed her impressions: "Finally I had the feeling that I was doing something meaningful, and I knew that they need me.

"Most people hear and learn more when someone shows or explains something to cheer and when there is familiarity. If we want to take care of our children having more motivation while learning process, we need to make it clear why they need to learn something for and what is their interest. Terms "learning" and "result" or "performance" must be relate more to volunteering and joy, if we want to wake up readiness in the process of learning throughout life. The best example for children in this case would be committed adults, who continue to qualify further ahead, with interest and desire and in addition to a future not only projected by a target, but also with an alternative future.

## CONCLUSIONS

Both these types of methods are realized through -acknowledgement, assessment of student achievements and shortcomings while listening to them to speak. They question, read and refer to monitor their progress and analyzing the issues raised. Thus the following method of INSERT helps and simplifies the way of proceeding in the class and helps the student to test and explore the received knowledge and further scientific knowledge they should get. Meanwhile the INSERT chart into students hand in order to proceed individually. This is part of the practicality and new contemporary spirit with the students in order to feel they have achieved something themselves, but firstly let me emphasize again that before arriving in this result, we should convince them why they need to learn something, why does it serve to them?

The progress of students (students) has conducted the measuring of the students' achievements in foreign language interlocking objectives, questioning process in our case and the evaluation form which are programmed to encourage and reward their progress and achievements. The process of asking is diagnostic process that has to do with the possibility of self-esteem and students abilities to measure personal progress. So, they are encouraged to develop independent thinking and awareness to improve further more.

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