

**Teachers' Effectiveness in Asking Classroom's Questions and Their
Interaction with Student Responses and Questions****Haroon Mohammed Tawarah***Al-Balqa Applied University, Ashouback University College, Ashouback, Jordan
Mobile: 0777774520; E-mail: Htawarah55@gmail.com***KEYWORDS** Scientific Capabilities. Accumulative Questions. Educational Strategies

ABSTRACT This study aimed at evaluating teachers' effectiveness in asking classroom questions, receiving the questions, and interaction with students' responses from the teachers' point of view. The study sample consisted of (110) male and female teachers from Ma'an Education Directorate, 50 male and 60 female teachers in the academic year 2011-2012. To achieve the study objectives, the researcher developed a questionnaire consisting of (33) items distributed in three domains: asking the questions, receiving the questions, and the interaction with the students' responses. Questionnaire reliability revealed that the overall means of teachers' effectiveness is at medium level, while the domain of asking and the interaction with the students is at a high level and with the same degree for both of them, while the domain receiving the students questions came at the medium level. Moreover, results showed that there is no statistical significance attributed to gender, education qualification and the interaction between them at significance level of $\alpha = 0.05$ on the questionnaire fields and on the questionnaire as a whole.