

Some of the most significant discoveries in human history began with a simple question. The ability to ask thoughtful questions has always been central to intellectual growth, and classrooms that promote questioning often become spaces where genuine learning occurs. From the era of the Greek philosopher Socrates to today's research settings, questioning has remained a key method of inquiry.

Beyond testing

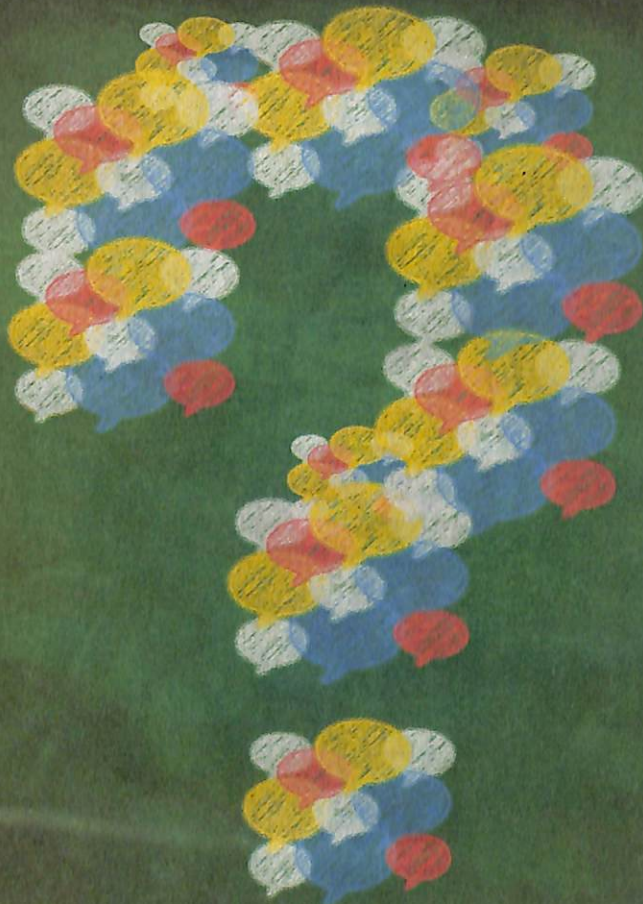
In contemporary classrooms, however, questioning often happens only after a lesson ends. Teachers typically ask a few predictable questions just to check if students have memorised the material. At a time when classrooms focus heavily on exams, documentation, and covering the syllabus, the art of questioning can revive curiosity and increase intellectual engagement.

Thoughtfully crafted questions activate a wide range of intellectual abilities and teach students to explore ideas from various perspectives and develop the skill to draw meaningful conclusions. Take, for example, a lesson on World War I. Instead of presenting the event as a collection of dates and facts, the teacher can guide the students through a sequence of questions. The first question might be: *Who were the two factions involved?* This can be followed by further inquiries: *How did the war begin? What were the political*

Question everything

The importance of the art of questioning in the classroom

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and economic causes behind it? What major events shaped its course? How did the conflict end, and what consequences did it have for the world?

As students attempt to answer these, they gradually construct the historical narrative themselves and understand the relationship among causes, events, and outcomes. Instead of memorising isolated facts, students begin to perceive history as a dynamic process shaped by interconnected factors.

The power of questioning extends across all academic disciplines. In Literature classrooms, for example, questions can guide students from basic comprehension to deeper interpretation. When introducing a poem, the teacher may begin with simple questions about the author and the title, and gradually, the discussion can move towards analytical inquiry. *What themes emerge from the text? What figures of speech are used? What message does the poet attempt to convey?* Such questions encourage students to engage in discussion and enable them to participate actively in the process of interpretation.

In Science education, questioning plays a crucial role in sparking curiosity about the natural world. The history of Science shows how discoveries often start with simple questions. An apple falling from a tree led Isaac Newton to reportedly ask why the apple fell down. This curiosity eventually helped develop the law of gravitation.

In an elementary biology class, instead of merely describing the parts of a

plant, a teacher might start by asking what role leaves play. As students move to higher levels, these questions can lead to more in-depth discussions.

Role in research

At advanced levels, questioning becomes the foundation of scholarly research. A doctoral thesis, for instance, is built upon carefully framed research questions. Scholars must define a thesis argument, formulate a hypothesis, justify the choice of topic, and explain the structure of their study. Questions regarding methodology, findings, and the scope for further investigation guide the research process. Thus, research itself can be understood as the systematic pursuit of answers to significant questions.

Yet, the most meaningful questions often come from the learner's own curiosity rather than those imposed from outside. They are not limited to textbook exercises or confined to the end of a lesson. Instead, they arise spontaneously whenever learners encounter something puzzling or intriguing. The teacher's role is not just to provide answers but to create an environment where questioning feels natural and ongoing. Reclaiming the art and skill of questioning can be one of the most effective ways to promote deeper learning and sustained intellectual engagement.

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