EXPLORATION AND ANALYSIS OF MIDDLE SCHOOL TEACHERS' CLASSROOM QUESTIONING METHODS FROM THE PERSPECTIVE OF DIALOGUE EDUCATION

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ABSTRACT

Aim: This study aimed to investigate and evaluate the questioning strategies used in the classroom by middle school instructors. “What is the impact of dialogue-based questioning methods on middle school students' learning outcomes?” was the research question for the study.

Methodology: A methodical search technique was used to find pertinent peer-reviewed papers written in English in order to meet the research objective. Key information regarding the different types of questioning techniques, impact on student engagement, improvement of critical thinking skills, student learning outcomes, teacher-student interaction, professional development, and teacher preparation was extracted from the studies that were chosen and synthesized.

Results and conclusions: Results indicated that dialogue-based questioning techniques, such as open-ended inquiries, incisive inquiries, and Socratic inquiries, are successful in encouraging fruitful discussion, student participation, and the development of critical thinking abilities.

Recommendations: Teachers should give priority to integrating different questioning strategies in order to promote discussion, stimulate active student participation, and improve critical thinking abilities.

Practical Implications: The use of dialogue-based questioning techniques to improve student engagement, critical thinking, and learning outcomes, supported by efficient professional development programs, is one practical use.

Keywords: exploration, analysis, strategies, perspective.

Received: 10/06/2023
Accepted: 07/09/2023
DOI: https://doi.org/10.55908/sdgs.v11i6.834
EXPLORAÇÃO E ANÁLISE DE MÉTODOS DE QUESTIONAMENTO EM SALA DE AULA DE PROFESSORES DO ENSINO MÉDIO A PARTIR DA PERSPECTIVA DA EDUCAÇÃO EM DIÁLOGO

RESUMO

Objetivo: Este estudo teve como objetivo investigar e avaliar as estratégias de questionamento utilizadas na sala de aula por instrutores do ensino médio. “Qual é o impacto dos métodos de questionamento baseados no diálogo sobre os resultados de aprendizagem dos estudantes do ensino médio?” foi a pergunta de pesquisa para o estudo.

Metodologia: Uma técnica de busca metódica foi usada para encontrar trabalhos pertinentes revisados por pares escritos em inglês, a fim de cumprir o objetivo da pesquisa. Informações-chave sobre os diferentes tipos de técnicas de questionamento, impacto no engajamento do aluno, melhoria das habilidades de pensamento crítico, resultados de aprendizagem do aluno, interação professor-aluno, desenvolvimento profissional e preparação do professor foram extraídas dos estudos que foram escolhidos e sintetizados.

Resultados e conclusões: Os resultados indicaram que as técnicas de questionamento baseadas no diálogo, como inquéritos abertos, inquéritos incisivos e inquéritos socráticos, são bem-sucedidas no incentivo à discussão frutífera, participação dos alunos e o desenvolvimento de habilidades de pensamento crítico.

Recomendações: Os professores devem dar prioridade à integração de diferentes estratégias de questionamento, a fim de promover a discussão, estimular a participação ativa dos alunos e melhorar as habilidades de pensamento crítico.

Implicações práticas: O uso de técnicas de questionamento baseadas no diálogo para melhorar o engajamento dos alunos, o pensamento crítico e os resultados de aprendizagem, apoiados por programas de desenvolvimento profissional eficientes, é um uso prático.

Palavras-chave: exploração, análise, estratégias, perspectiva.

1 INTRODUCTION

Middle school forms an important level for children’ academic careers since it significantly develop promotes their social, emotional, and cognitive skills. Students’ learning experiences and outcomes during this time are shaped by effective instructional practices used during this time, helping to establish the groundwork for future academic achievement. Classroom inquiry stands out among the numerous pedagogical techniques as an effective tool that teachers use to involve students, encourage critical thinking, and develop meaningful conversation (Mercer et al., 2019).

The level and nature of student involvement and learning depends on the way teachers use questioning strategies. Closed-ended inquiries with a focus on memory and information are a common feature of traditional ways to inquiry, which limits students’ abilities to express their ideas, participate in in-depth study, and build their grasp of the subject. The idea of conversation education has gained popularity recently as a useful
foundation for revising teaching methods in middle school settings. Learner-centered strategies, interactive teaching methods, and the encouragement of genuine student conversation are all key components of dialogue education (Milistetd et al., 2019). Dialogue education, which is based on the values of respect, inclusion, and active participation, encourages teachers to use questioning techniques that promote critical thinking, welcome a variety of viewpoints, and promote a collaborative learning environment. Teachers support higher levels of student engagement, stimulate active involvement, and foster a sense of ownership and responsibility for learning by using dialogue-based questioning approaches. From the standpoint of dialogue education, middle school teachers’ asking techniques in the classroom have a lot of area for inquiry and analysis. This improves student engagement, critical thinking, and overall learning results. This comprehensive literature evaluation intends to offer insights into efficient teaching approaches that enhance middle school students' learning through an analysis of the pertinent material already in the field.

Between elementary school and high school, middle school is a crucial transitional year for students' major social, emotional, and cognitive growth. Students lay a strong foundation for future academic success and personal development during this crucial time. Effective instructional techniques used throughout this stage can mold students’ learning attitudes, improve their critical thinking abilities, and encourage a passion of lifelong learning (Mallillin, 2021).

One of the key educational strategies for involving students, encouraging involvement, and generating meaningful conversation is classroom questioning. Traditional methods of questioning frequently concentrate on closed-ended inquiries that call for straightforward recollection or factual answers. These questions can be used in instruction, but they often hinder students' ability to think critically, express their ideas clearly, and participate in in-depth reflection. Additionally, using closed-ended questions could unintentionally foster a culture where students rely more on the teacher than they do on themselves to learn the material.

More participatory and student-centered instructional methods that go beyond rote memorizing and superficial knowledge have become increasingly important, according to educators and academics in recent years (Kumar Shah, 2019). It has become clear that dialogue education is an effective framework that supports these objectives. Dialogue education, which is based on constructivist concepts, prioritizes learner-centered
strategies, participatory learning, and the encouragement of real conversations between students.

2 LITERATURE REVIEW

2.1 TYPES OF QUESTIONING TECHNIQUE

In the middle school classroom, effective questioning strategies are crucial for encouraging discussion, critical thinking, and active student engagement. One common questioning method used in dialogue-based training is the open-ended question. These inquiries invite students to pause, examine, and present thorough justifications in lieu of only giving factual answers (Chin & Chin, 2019). Teachers can encourage students to think critically, communicate their ideas, and use higher-order thinking abilities like analysis, evaluation, and synthesis by asking open-ended questions.

Another crucial questioning method in the context of dialogue education is the use of probing inquiries, searching for further details, reasons, or clarifications, these questions encourage students to expand on their original responses (Gherheș et al., 2021). Inquisitive questions encourage students to think critically, which helps them comprehend the material better and express their ideas more effectively. Teachers can encourage conversation that goes beyond simple understanding by asking challenging questions that encourage students to consider other viewpoints and participate in deeper debates. Another effective questioning method used in dialogue education is Socratic questioning, which was influenced by Socrates’ philosophy. This approach entails asking challenging, thought-provoking questions to get pupils to reflect on their own preconceptions and examine other points of view (Dinkins & Cangelosi, 2019). Teachers help students to examine the logical coherence of their arguments, uncover the underlying assumptions of their ideas, and get a deeper knowledge of difficult concepts by utilizing Socratic questioning. Socratic inquiry encourages the development of analytical and evaluative skills as well as critical thinking.

Each questioning strategy's success is influenced by a variety of elements, including the students' age and cognitive capacity, the topic, and the instructional situation. Open-ended questions, for instance, are particularly useful in encouraging conversation and critical thinking in literary discussions because they allow students to assess the themes and symbolism in a text as well as the motivations of characters. In science classes, probing questions are helpful because they motivate students to offer
supporting details, rationales, and conceptual connections. In social studies classes, where students can evaluate historical events critically or consider moral quandaries, Socratic questioning is most effective (Hsu et al., 2022). It is significant to note that integrating these questioning methods purposefully and in a balanced manner is essential for getting the best results. Teachers can encourage a classroom climate where students actively interact, engage in reflective thinking, and collectively construct meaning by using a combination of open-ended, probing, and Socratic inquiries. Teachers can provide opportunities for students to grow in their critical thinking abilities, improve their communication skills, and gain a deeper comprehension of the material by deliberately combining these strategies.

2.2 IMPACT ON STUDENT ENGAGEMENT

Effective teaching and learning in the middle school classroom depend on student engagement. It has been discovered that dialogue-based inquiry techniques significantly increase student engagement. Teachers provide students the chance to actively participate in the learning process and take charge of their education by integrating dialogue into instructional techniques. Students feel empowered and are more inspired to participate in class activities when they are encouraged to share their thoughts, ideas, and opinions through dialogue (Isaeva et al., 2020).

The participatory quality of dialogue-based questioning encourages engagement. Students actively participate in the learning process as opposed to passively absorbing information. They are encouraged to offer their opinions, pose queries, and do critical information analysis. Increased motivation and engagement are the results of this active involvement, which fosters a sense of agency and autonomy (Gao, 2019).

Additionally, dialogue-based questioning techniques foster a welcoming, inclusive classroom community that respects students’ opinions. Students feel respected, valued, and included when professors actively listen to them, recognize their contributions, and establish a forum for discussion. Students are encouraged to actively participate, express their opinions, and join in conversations in this supportive classroom environment (Duckworth et al., 2019).

Additionally, dialogue-based questioning encourages cooperation and peer interaction. Students benefit from one another's knowledge, share ideas, and expand it collectively when they converse with their classmates. Students learn social skills through
group discussion, including active listening, taking turns, and respectfully responding to other people's points of view. These abilities improve their capacity for productive group work and create a collaborative and encouraging learning environment (Yang et al., 2020).

A sense of relevance and connection to students' lives and experiences is also facilitated by the use of dialogue-based inquiry techniques. Students are more likely to participate actively when teachers promote discussions that are relevant to their interests, backgrounds, and real-world situations. The learning process is made more relevant and engaging through dialogue, which gives students a platform to relate their past knowledge and experiences to new concepts and ideas (Lin et al., 2020).

Further boosting student involvement are dialogue-based questioning techniques that encourage critical thinking and metacognitive abilities. Students are urged to engage in critical thought, information analysis, and self-evaluation through discourse. Reflective thinking allows students to participate actively in their learning process and fosters intellectual engagement (Chen et al., 2019).

While dialogue-based questioning techniques have been demonstrated to have a good impact on student engagement, it is crucial to remember that their efficacy might vary depending on a number of circumstances. In order to promote risk-taking and value other viewpoints, teachers must establish a safe and encouraging environment.

2.3 ENHANCEMENT OF CRITICAL THINKING SKILLS

Students who possess the essential ability of critical thinking can analyze information, assess arguments, and arrive at well-informed judgments. Middle school pupils' critical thinking abilities have been found to be improved through dialogue-based questioning techniques. These teaching strategies enable students to think critically and engage in higher-order cognitive processes by pushing them beyond memorization and superficial understanding (Author A, Year). Teachers help students develop their analytical and evaluative skills by asking probing questions and encouraging them to offer proof, arguments, and logical reasoning (Alsaleh, 2020). Students can study other points of view, put assumptions to the test, and assess the accuracy and dependability of information by participating in debate. Students are encouraged to explore complicated concepts, spot patterns, and make connections between various ideas using dialogue-based inquiry techniques (Ludvigsen et al., 2019). Students learn how to evaluate an
argument's merits and shortcomings, spot logical errors, and create well-informed conclusions based on the available data.

Additionally, dialogue-based inquiry techniques foster metacognition, a vital component of critical thinking. Teachers assist students in becoming aware of their cognitive processes and developing techniques for monitoring and regulating their thinking by encouraging students to reflect on their own thinking and express their ideas through dialogue (Salloum & BouJaoude, 2019). Enabling individuals to recognize biases, assess their own presumptions, and take into account different viewpoints, this metacognitive awareness improves students' capacity for critical thought.

The use of dialogue-based questioning techniques also promotes the ability to solve problems. Students gain the ability to think critically, generate ideas, and collaboratively explore potential answers through discourse (Iordanou & Rapanta, 2021). Students gain experience developing hypotheses, examining evidence, and assessing the efficiency of various problem-solving techniques through discourse. In addition to improving their problem-solving abilities, this technique also fosters creativity and mental flexibility.

The development of critical thinking abilities using dialogue-based questioning techniques must be understood as an ongoing, iterative process. Students get a deeper comprehension of the subject matter as they converse with one another, improve their thinking, and broaden their knowledge. Students who are exposed to dialogue-based questioning frequently develop the ability to use critical thinking abilities in a variety of contexts (Bellaera et al., 2021).

2.4 STUDENT LEARNING OUTCOMES

This theme's main objective is to investigate how dialogue-based questioning techniques affect middle school students' learning results. Studies have repeatedly proven that dialogue-based inquiry techniques have a positive impact on the learning outcomes of students. Students actively generate meaning through dialogue, which helps them understand the material better (Afasyah, 2019). Students are encouraged to clarify their concepts, back their statements with facts, and explain their thinking through discourse.

Dialogue-based questioning techniques encourage deeper learning and long-term knowledge retention due to their participatory nature. When students actively participate
in conversation and draw connections between new ideas and past knowledge, they are more likely to recall the information.

Additionally, it has been discovered that dialogue-based questioning techniques boost overall learning outcomes and academic accomplishment. As evidenced by standardized tests, assignments, and assessments, studies have indicated that students who participate in dialogue-based learning exhibit superior levels of academic performance (Steenbergen-Hu et al., 2020). Students can improve their thought processes, get a stronger conceptual grasp, and apply their knowledge more skillfully by participating in dialogue.

Critical thinking abilities, which are crucial for effective learning outcomes, are also promoted via dialogue-based questioning techniques. Students learn to assess material, evaluate arguments, and solve challenging problems as they participate in debate and are forced to think critically (Supena et al., 2021).

Additionally, dialogue-based questioning techniques aid in the growth of critical interpersonal and communication abilities. Students learn how to articulate their ideas, listen actively, and politely reply to other people's points of view through dialogue (Manalo, 2019). These abilities are essential for productive interaction, teamwork, and involvement in a multicultural society.

2.5 TEACHER-STUDENT INTERACTION

The effectiveness of teacher-student communication is substantially impacted by dialogue-based inquiry techniques. These techniques encourage two-way communication, when professors actively listen to students’ thoughts, viewpoints, and queries in addition to imparting knowledge (Sial et al., 2021). Teachers foster a collaborative learning atmosphere that honors student input and promotes meaningful exchanges through discourse. Dialogue-based instruction's participatory and reciprocal nature improves the caliber of teacher-student interactions. Students are given the chance to actively engage in and contribute to class discussions through conversation. Students are encouraged to voice their opinions, ask questions, and exercise critical thought when using dialogue-based questioning techniques (Bellaera et al., 2021). Student engagement and motivation are boosted when their voices are included in the learning process, which develops a feeling of ownership and empowerment (Dobson & Dobson, 2021).
Additionally, dialogue-based questioning techniques support the growth of fruitful relationships between teachers and students. Trust and rapport are built when teachers actively listen to their students, recognize their contributions, and foster a helpful and courteous classroom environment (Flanigan et al., 2021). Through conversation, teachers show that they value the opinions and viewpoints of their students, fostering a welcoming and secure environment for expression. This effective teacher-student interaction fosters a feeling of community, which improves students' general involvement and academic performance (Prashanti & Ramnarayan, 2020).

Effective classroom management and discipline are also promoted through questioning techniques focused on dialogue. Teachers encourage children to take ownership of their behavior and activities by giving them the chance to converse with one another (González-Howard & McNeill, 2019). Teachers can clarify misconceptions, settle disputes, and assist students in self-reflection through discourse. This cooperative method of managing the classroom promotes a favorable learning environment and lessens the need for punitive measures.

The importance of excellent teacher facilitation in fostering fruitful teacher-student interactions through dialogue-based inquiry techniques cannot be overstated. Professional educators foster a safe space for learning where students feel free to share their ideas (Johnson et al., 2020).

2.6 PROFESSIONAL DEVELOPMENT AND TEACHER PREPARATION

Professional development programs are essential for giving instructors the knowledge and abilities they need to successfully use dialogue-based questioning techniques. According to research, tailored teacher training programs that give educators in-depth understanding of dialogue education and concrete methods for implementing dialogue-based questioning in their lessons have a beneficial effect on teacher performance (Lafrarchi, 2021). The principles of dialogue education, the art of inquiry, efficient facilitation tools, and methods for fostering a dialogue-rich classroom atmosphere can all be covered in these programs.

Mentoring programs significantly influence how well teachers comprehend and use dialogue-based inquiry techniques. Pairing up inexperienced teachers with seasoned mentors who are adept at dialogue education can offer important support and direction (Schwan et al., 2020). To improve teachers' comprehension and use of dialogue-based
questioning approaches, mentors can provide examples of effective questioning strategies, offer helpful advice, and provide opportunity for feedback and reflection.

The successful application of dialogue-based inquiry techniques is also facilitated through collaborative professional learning communities, where educators gather to share experiences, discuss best practices, and collaborate on improving their teaching tactics (Looman et al., 2022). These communities give teachers the chance to participate in discussions directly, encouraging a culture of ongoing learning and development. Teachers can better their ability to use dialogue-based questioning approaches by exploring problems, looking for answers, and learning from one another's triumphs and failures in group conversations.

The results seen in classrooms clearly demonstrate the influence of professional development and teacher preparation programs on the efficient application of dialogue-based questioning techniques (Ruffinelli et al., 2020). These teachers are more likely to foster a supportive learning environment, engage students in meaningful discussion, and encourage critical thinking and active learning.

2.7 THEORETICAL UNDERPINNING

The Sociocultural Theory is a well-known theory that offers an important framework for comprehending the study on middle school teachers' classroom questioning techniques from the perspective of dialogue education. Renowned psychologist Lev Vygotsky created it in the 1920s and 1930s. According to the Sociocultural Theory, social and cultural influences have a significant impact on learning and cognitive development (Yousef & Mahameed, 2022). Vygotsky stressed the influence of social contact, language, and cultural background on people's cognitive processes and intellectual development. This theory views learning as a cooperative process that takes place in a social setting where people actively engage in meaningful interactions with others who are more knowledgeable.

The Sociocultural Theory is extremely pertinent to the study's environment since it sheds light on how dialogue-based questioning techniques affect students' learning results. In the context of dialogue education, teachers provide students the chance to express themselves, have meaningful conversations, and actively participate in the learning process (Glăveanu, 2020). This supports Vygotsky's assertion that social interaction plays a key role in fostering cognitive growth. Students have the opportunity
to communicate with others who have more in-depth knowledge and expertise of the subject matter by having conversations with teachers and classmates. Students can broaden their thinking, create meaning, and hone higher-order thinking abilities through these interactions. The Sociocultural Theory emphasizes the value of collaborative learning, as students actively participate in the dialogue-based co-construction of knowledge. Furthermore, the Sociocultural Theory emphasizes the value of language as a tool for education and cognitive growth. The learning process is centered on language and communication when using dialogue-based questioning techniques. Through conversation, students not only express their ideas but also negotiate meaning, evaluate their own comprehension, and expand on those of others. This method of communicating and creating meaning through language is consistent with Vygotsky's emphasis on the function of language in influencing cognitive functions and learning (Eccles & Wigfield, 2020).

The Sociocultural Theory also highlights how cultural context shapes learning experiences. Within the context of conversation education, dialogue-based questioning techniques take into account and value students' diverse cultural origins, experiences, and viewpoints. By fostering an inclusive learning atmosphere that values and celebrates variety, this method enables students to contribute their special insights and perspectives to class discussions. Teachers can improve their pupils' understanding and admiration of many cultures and promote a sense of belonging and mutual respect by incorporating different cultural perspectives into dialogue-based learning activities. The dynamics of teacher-student interactions are clarified by using the sociocultural theory's tenets to examine middle school teachers' classroom questioning techniques. According to the hypothesis, learning is greatly influenced by the Zone of Proximal Development (ZPD). The ZPD is the difference between a student's current level of understanding and their potential level of comprehension with the help and encouragement of an expert. Teachers can help students advance towards their ZPD by using effective scaffolding tools like dialogue-based questioning techniques. Teachers may give pupils the right support, stimulate their thinking, and advance their cognitive growth by strategically asking them.

3 METHODOLOGY

This systematic literature review follows established guidelines to ensure a rigorous and comprehensive approach. The research question guiding this review is
"What is the impact of dialogue-based questioning methods on middle school students' learning outcomes?" To address this question, a set of inclusion criteria was developed, including studies conducted in middle school settings that explore classroom questioning methods within the framework of dialogue education and investigate the impact on student learning outcomes. A systematic search strategy was employed, utilizing electronic databases such as ERIC, Education Research Complete, and Google Scholar, with carefully selected keywords related to the research question and themes. The search strategy aimed to capture relevant peer-reviewed articles published in English. After removing duplicates, the remaining articles were screened based on their titles and abstracts to assess their relevance to the research question and inclusion criteria. Full-text articles of potentially relevant studies were obtained and further evaluated for final inclusion in the review. A total of 39 articles were used for the study.

4 RESULTS AND DISCUSSION

The systematic literature review on the exploration and analysis of middle school teachers' questioning techniques in the classroom from the perspective of dialogue education produced insightful findings on each of the six themes. The results of the chosen studies provide insight into the usefulness of dialogue-based inquiry techniques and their implications for middle school instruction.

In terms of Questioning Methods, the examined research emphasized the need of using open-ended questions, probing inquiries, and Socratic questioning in order to encourage student discussion and critical thinking. Open-ended questions prompted students to reflect carefully and offer in-depth justifications, whereas probing questions forced them to develop and support their answers. Socratic questioning provoked contemplation and questioned pupils' presumptions, developing higher-order thinking abilities. These results emphasized the need of using a variety of questioning strategies to promote critical thinking in middle school classes and to create meaningful discussion.

The literature also extensively covered the Impact on Student Engagement. By promoting active participation, motivation, and interest in class discussions, dialogue-based questioning techniques have been demonstrated to positively increase student engagement (Alshuraiaan, 2023). Students were able to take charge of their education, express their ideas, and participate in deep discussions thanks to dialogue-based instruction's participatory aspect. Teachers were able to improve student engagement and
build a lively learning environment by valuing student voices, fostering a safe and inclusive environment, and encouraging collaborative conversation.

Furthermore, the literature evaluation showed that dialogue-based questioning techniques were very effective in enhancing students' critical thinking abilities in middle school (Bellaera et al., 2021). These techniques promoted analytical thinking, the appraisal of data, and problem-solving skills. Students improved their higher-order cognitive abilities, such as analysis, synthesis, and evaluation, through conversing and analyzing various points of view. Through dialogue-based inquiry, participants' capacity to think critically and metacognitively reflect on their own thought processes was improved, which helped to foster the growth of multifaceted critical thinkers.

The research under consideration clearly demonstrated the influence of dialogue-based questioning techniques on student learning outcomes. Students that participated in dialogue-based learning showed greater mastery of the material, greater levels of information retention, and improved academic performance (Hooshyar et al., 2019). Students who actively engaged in discussion improved their understanding, developed connections between ideas, and incorporated new material into their pre-existing knowledge frameworks. In order to maximize students' learning gains and facilitate meaningful learning experiences, the findings highlighted the value of discussion.

Dialogue-based questioning techniques had a significant impact on how the teacher-student relationship developed. Encouraging two-way communication, active listening, and meaningful exchanges, dialogue-based instruction improved the quality of teacher-student discussion. A student-centered learning environment was promoted by giving students the chance to actively participate in class discussions. The constructive teacher-student interactions fostered by dialogue-based questioning techniques produced a welcoming and inclusive learning environment that boosted student engagement and overall learning results (Hennessy et al., 2020).

In the literature, it was also emphasized how professional development and teacher preparation facilitate the use of dialogue-based questioning techniques. Comprehensive professional development initiatives, mentoring programs, and cooperative professional learning communities have all been found to be successful in giving instructors the information, abilities, and self-assurance they need to use dialogue-based questioning strategies. These workshops gave teachers tips on how to set up a supportive classroom climate, effective questioning techniques, and a deeper grasp of
dialogue education ideas. continual professional growth and assistance were acknowledged as essential elements in guaranteeing sustained implementation and continual improvement (Mercer et al., 2019).

5 CONCLUSIONS

The comprehensive assessment of the research on conversation-based questioning strategies used in middle school classrooms by teachers from the perspective of dialogue education has brought attention to the benefits of these methods. The findings from the six themes highlight the value of using different questioning approaches to increase critical thinking abilities, encourage student involvement, and boost learning outcomes. Additionally, the significance of successful professional development programs and constructive teacher-student interactions in facilitating the application of dialogue-based questioning techniques was stressed. These observations offer insightful advice for teachers and decision-makers on how to promote thoughtful discussion and develop welcoming learning environments in middle school classrooms.
REFERENCES


