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(95)

2006/2005

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.(1997)

.(1998)

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.(2004 2003

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.(1999)
(1998)

(Chance, 1986; Costa and Lowery, 1986;
Raths et al., 1986; Beyer, 1987; Paul, 1990; Schiever,
1991; Swartz and Perkins, 1990; Savage, 1998)

.(Phillips and Phillips, 1999)

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(Yan, 2004)

2007/6/27

.2007/12/31

1984

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1990

1991

.(1986

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(2004

1998

1993

(Wrang, 2005)

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(2003

(Dillon, 1990; West and

.Pearson, 1994)

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.(1996

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(Phillips and Phillips, 1999)

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.3

.4

.5

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.6

.7

.8

(Harrop

and Swinson, 2003)

(Wrang, 2005)

(Pre-Service

Teacher Training Programs)

(In –

.Service Teacher Training Programs)

.1

.3

.2

.3

.4

(64)

.5

(%77)

(%15.4)

(1995)

(Graesser and Natalie,1994)

.(1991)

(Yan, 2004) .(2004)
(%35)

(%27.5) .(1993)

(1)

16	0	3	7	6	
20.0%	0	%3.75	%8.75	7.5%	
64	7	30	21	6	
80.0%	%8.75	37.5%	26.25%	7.5%	
80	7	33	28	12	
100.0%	8.75%	41.25%	35%	15%	

(Ralf, 1999)

.()

(Milewicz and Moyer, 2002)

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.1

. 2006/2005

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.4

.(2004)

2.9-0

2006/2005

(150)

15

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(1)

(1)

.(%78)

(18)

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34

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Paired T-Test

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5-4

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(2)

(3.3)

(2)

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83.	4.32	
62.	4.00	
98.	3.11	
73.	3.02	
69.	3.00	
71.	2.91	
82.	2.70	
1.10	3.3	

(3)

(2)

(3)

6	2.0009	2.8186		
7	.2436	4.6639		
3	5.882	4.8235		
16	1.5028	4.0018		
6	1.5124	1.5687		
21	1.4080	1.7661		
30	.9374	4.0745		
7	.2193	4.7437		
64	1.6745	3.1020		
12	1.0689	1.8216		
28	1.5792	2.0000		
33	.8789	4.1860		
7	.1852	4.7676		
80	1.6721	3.2820		

(4)

(3)

(4)

($\alpha=0.05$)

($\alpha=0.05$)

(Tukey)

(5)

(4)

.076	3.241	7.841	1	7.841	
.009	4.115	9.958	3	29.875	
.653	.429	1.038	2	2.077	*
2.420			73	176.640	
			80	1095.624	

(5)

Tukey

	Difference (I-J)	(J)	(I)	
.702	-.6395			Tukey HSD
.089	-1.4000			
.030	-2.0752			
.702	.6395			
.227	-.7605			
.081	-1.4356			
.089	1.4000			
.227	.7605			
.660	-.6751			
*.030	2.0752			
.081	1.4356			
.660	.6751			

(6)

.1718	1.5364	80	2.2375	
.1869	1.6721	80	3.2820	

(7)

Paired T-Test

000.	79	5.246	1.7809	1.0445	-

(5)

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($\alpha=0.05$)

(2004)

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(6)

(6)

Paired T-Test

(7)

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($\alpha=0.05$)

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The Level of Using Questioning Strategies among Self-contained Classroom Students Teachers as Perceived by Cooperative Teachers

*Mohammad A. Al-Moamani and Ibrahim A. Al-Momani**

ABSTRACT

This study aimed at investigating the level of questioning skills among self-contained classroom students-teachers as perceived by their cooperative teachers, and the effect of a training program in developing their skills of using these strategies. Observational checklist was used to measure level of classroom-questioning skills with (95) cooperative teachers. Results showed that the classroom-questioning skills level of those students-teachers during their training was moderate. And there were no significant differences on classroom questioning skills among students-teachers due to gender. On the other hand, the findings indicated that there were significant differences on classroom questioning skills level due to students' achievement at the university in favor of high achievers. Some recommendations were suggested.

Keywords: Questioning Strategies, Classroom Students Teachers.

* Faculty of Education, Yarmouk University, Irbid; and Faculty of Educational Sciences, University of Jordan, Amman, Jordan. Received on 27/6/2007 and Accepted for Publication on 31/12/2007.