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| Journal Name: | [**Asian Journal of Education and Social Studies**](https://journalajess.com/index.php/AJESS) |
| Manuscript Number: | **Ms\_AJESS\_137534** |
| Title of the Manuscript: | **EXPLORING THE ART OF QUESTIONING IN MATHEMATICS: A QUALITATIVE INQUIRY INTO MASTER TEACHERS’ CLASSROOM PRACTICES** |
| Type of the Article | **Original Research Article** |

**PART 1: Comments**

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|  | **Reviewer’s comment**   |  |  | | --- | --- | | **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer** | | | **review.** |  | | **Author’s Feedback** (It is mandatory that authors should write his/her feedback here) |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | This manuscript is important for the scientific community as it provides a qualitative inquiry into how master mathematics teachers conceptualize and implement questioning in their classrooms, particularly within the Philippine context. The findings offer practical insights for educators and professional developers aiming to enhance instructional questioning practices in secondary education. By exploring the perceptions and practices of expert teachers, the study contributes to a more nuanced understanding of how questioning can foster student centered, inclusive, and cognitively engaging mathematics learning environments. | The author sincerely appreciates the reviewer’s thoughtful recognition of the study’s significance and relevance to the scientific community. The affirmation regarding the study’s contribution to enhancing instructional questioning practices in mathematics education is truly encouraging. The unwavering commitment of the author will surely help in further advancing research that fosters an inclusive, student-centered, and cognitively engaging learning arena. The acknowledgement of the value of the art of questioning within the Philippine context and its potential impact in the global educational community brings honor and pride to the author. |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | Yes, the title Exploring The Art Of Questioning In Mathematics: A Qualitative Inquiry Into Master Teachers’ Classroom Practices is suitable. It accurately reflects the study's focus, methodology, and target participants. | The author is humbled by the reviewer’s feedback about the appropriateness of the title, as well as its accurate reflection of the study’s focus, methodology, and target participants. |
| **Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.** | Yes, the abstract is comprehensive | The author is moved with the reviewer’s feedback on the comprehensiveness of the paper’s abstract. It was assured that the abstract provides a comprehensive overview or summary of the entire study. |
| **Is the manuscript scientifically, correct? Please write here.** | Yes, the manuscript appears to be scientifically correct. | The author, once again, expresses deepest gratitude for the positive feedback of the reviewer about the scientific quality of the paper. Careful attention was observed to ensure that the discussions were detailed and aligned with the principles of qualitative research. |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.** | Yes, the references appear to be sufficient and recent, with many citations from 2020-2024. No additional references are suggested at this time. | The author is grateful that no additional references are needed for the study. |
| **Is the language/English quality of the article suitable for scholarly communications?** | Yes, the language and English quality of the article are suitable for scholarly communication. The writing is clear, coherent, and professional. | It was assured that grammatical considerations were observed during the writing of the manuscript. The author is delighted to know that those aspects were appreciated by the reviewer. |
| **Optional/General** comments | This manuscript is important for the scientific community because it qualitatively investigates how expert mathematics teachers in the Philippines use questioning in their classrooms. The findings provide practical insights for educators and developers to improve teaching through questioning in secondary education. By examining expert teachers' perspectives and methods, the study helps create more student-centered, inclusive, and engaging math learning environments. It also fills a research gap by focusing on how experienced educators practically apply questioning strategies, which can inform teacher development and instructional tool design.  Minor Revisions:  Introduction's Problem Statement (Philippine Context): The introduction should expand on why focusing on master teachers' questioning practices is crucial or unique to the Philippines. Specifically, connect the challenges mentioned (e.g., aligning with K-12 curriculum demands, lack of higher-order thinking techniques) to the specific need for understanding expert questioning in this local context.  Flow between Literature Review and Research Questions: Ensure a smooth transition from the Review of Related Literature to the Research Questions section. Explicitly state how the identified gaps in the literature directly led to the research questions. A brief concluding sentence summarizing these gaps in the literature review would be helpful.  Elaboration on Data Saturation: While data saturation is mentioned with the sample size of seven, briefly explain how it was identified in this study (e.g., if no new themes emerged during continued coding) to enhance methodological rigor.  Consider a Limitations Section: Add a brief Limitations section to acknowledge aspects like the specific geographical focus (Davao Oriental and City of Mati) or the qualitative nature of the study, which prioritizes in-depth understanding over generalizability.  The manuscript is well-researched, clearly written, and provides significant contributions to the understanding of questioning in mathematics education. It generally meets scholarly standards. However, revisions are recommended to further strengthen the paper. | **Introduction's Problem Statement**: The author sincerely thanks the reviewer for this insightful suggestion. The introduction has been revised to highlight the importance of examining master teachers' questioning practices in the Philippine context. Specifically, it now connects local challenges—such as limited development of higher-order questioning skills and alignment with K–12 demands—to the need for understanding expert pedagogical practices. A citation from the Philippine Professional Standards for Teachers (DepEd, 2017) was also added to support the role of master teachers as models of effective pedagogy.  **Flow Between Literature Review and Research Questions**:  In response to the reviewer’s comment, a concise bridging paragraph was added at the end of the Review of Related Literature section. This paragraph summarizes the identified gaps and explicitly states how these informed the formulation of the research questions, ensuring a smoother transition and stronger logical flow between literature and the inquiry.  **Elaboration on Data Saturation**:  The author appreciates the recommendation to clarify data saturation. A brief explanation was added in the Participants and Sampling Procedure section, specifying that saturation was identified when no new themes emerged and participant responses began to show consistent patterns, thereby confirming the sufficiency of the sample.  **Consider a Limitations Section**:  A brief Limitations section has been added to the manuscript, acknowledging the qualitative nature of the study and its geographic focus on master teachers in Davao Oriental and Mati City. The section clarifies that while findings offer deep insights, they may not be broadly generalizable beyond the studied context. |

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| **PART 2:** | | |
|  | **Reviewer’s comment** | **Author’s Feedback** (It is mandatory that authors should write his/her feedback here) |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in details)* | The paper has undergone two ethical reviews—proposal and final— from the University Research Ethics Board of Davao Oriental State University. There are no ethical issues in this manuscript as substantiated on the certificates issued by the said board. |