Most of the time, we ask question to learn because of curiosity within the mystery of the world. That is why questioning is believed to be the starting point of learning. In teaching-learning process, the kind of questions that a teacher asks and the way he asks his pupils are the mirror to determine his effectivity and efficiency as well as the product of his teaching approaches and techniques. There are many reasons why we ask questions everytime we teach.

Simple questions serves as motivating techniques. If we ask these 4 Ws: Who, What, When, Where and 1 H: How, this only means that we want to discover the impact of the lessons to our students and then because we can easily evaluate their performance, their strengths and weaknesses in order to make interventions. The important aspects of the lessons can be tackled through questioning. This is to manifest retention of knowledge, to acquire information and to draw out interpretation. It also gives the students a chance to express their opinions with regard to the topic.

The hierarchy of questions that teachers usually ask regardless of the subjects being taught is based on Benjamin’s Blooms Taxonomy of Educational Objectives. These are the knowledge or memory, comprehension, application, analysis, synthesis and evaluation questions. The hierarchy possesses different levels of questioning that give the children the opportunity to develop their skills to answer effectively. With these, we can say that questioning is not only an integral part in the educative process but it is also an art that determines the effectivity of the facilitator and an element that is used to establish a better quality in teaching and learning process.
References:

https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/