

Business Result revisited

Keeping up-to-date with clients

Rachel Appleby, 2016

Work in A+B pairs. A should ask B the following questions.

1. Do you like your class groups?
2. Do you set homework every day?
3. Do you ever meet colleagues at the weekends?
4. Do you often go to teacher development workshops?
5. What do you like about your class groups?
6. What sort of homework do you set?
7. What do you like doing at the weekends?
8. What do you think is the best way to develop your teaching?



Decide which definition describes OPEN, and which CLOSED questions.

| Question type | Definition |
|---------------|--|
| 1 | a question with various answers possible |
| 2 | a question with a <i>yes, no</i> , or one-word/short phrase answer |

What information do we get from these different types of questions? Does it make a difference?

Label the question types

-
- give you **facts**
 - are **easy** and **quick** to answer
 - keep control with the **questioner**

-
- **longer** answers
 - ask the respondent to **think** and reflect
 - will give you **opinions** and feelings
 - hand control over to the **respondent**

Fill in the missing words (question types!) below, and add 1 more example!

Examples of questions:

- Are you feeling better? It's great weather, isn't it?
 Would you like to go to the cinema tonight?
 So you want to open an account, in your name, at this address – right?
-

Examples of questions:

- What did you do on your holidays? How did you and your best friend meet?
 What's it like living in the capital of Morocco?
 What's the quickest way to get to the shopping centre from here?
-

Think back to a recent class you taught. Can you think of 1 OPEN and 1 CLOSED questions you asked?

Decide which definition describes DISPLAY, and which REFERENTIAL questions.

| Question type | Definition |
|---------------|--|
| 3 | require learners to provide info, or give an opinion; focus on content (not language); the teacher doesn't necessarily know the answer |
| 4 | designed to check students' knowledge/comprehension; the teacher already knows the answer |

What types of questions do you ask in class? Do you always know the answers?

Classroom extract - video

*I've got some tea on this, what ? [Saucer]
Does it smell?
What about colour?
Taste?
What can you say?
And what's its name?
And where do you think it comes from?
Hungary?
But the tea itself?
England?
Where do you think it would grow?
Which countries are the biggest tea-producing countries?*

Livia's lesson [extract] 5th year students, Sulinova

Something to read on the way home

An [edited] extract from: Al-Ismaily, S.Z. (2009). 'Teachers' Questions in the English Language Classroom', in *Researching English Language Teaching and Teacher Development in Oman, 183-183* (I = Interviewer / T = Teacher)

I: What types of questions do you ask?

T: Open questions and closed questions [...] What do you mean by real questions?

T: Questions which are related to them. When I ask these questions I really want to know the answers from them. I mean about their life and their background in order to find a good way to deal with individual learner. Sometimes I ask them not real questions. These questions are about the lesson. For example, closed question: Is this a book? and open question: What can you see in this picture?

I: What do you mean by not real questions?

T: Questions about the lesson which I know their answers, not questions from outside the lesson which I don't know their answers.

I: Why do you ask not-real questions?

T: To check if my learners understand my lesson or not.

I: Do you feel that certain types of questions are better than others?

T: Real and open. Because these questions let learners use the language more. I think they feel that they are outside the classroom. This helps them to say anything even if there are a lot of grammatical mistakes. Also, I can check if they improve their language or not.

References

Oxford University Press *Business Result*, 2nd edition (January 2017) John Hughes, Jon Naunton

McVeigh, J. Why are questions a good way to stimulate language learners?

<https://oupeltglobalblog.com/2010/08/27/why-are-questions-a-good-way-to-stimulate-language-learners-2/>

Scrivener, J., & Underhill, A. Demand High ELT <https://demandhighelt.wordpress.com>

Zarina Subhan: Improve your questioning technique, <https://oupeltglobalblog.com/2015/08/11/six-ways-to-boost-classroom-participation-part-four-improve-your-questioning-technique/>

'Open and Closed Questions', http://changingminds.org/techniques/questioning/open_closed_questions.htm

Kahoot: for Teachers <https://create.kahoot.it> Students: kahoot.it



rachelappleby @ mail.datanet.hu
<http://rachelappleby.edublogs.org>



@rapple18