

Why do we ask questions, and what sorts of questions do we ask? Use this form to collect questions in your class!

CLASS: (Level, age, no. of students etc.)					
OVERALL Aims of lesson:					
Teacher's questions	Q type *	Wait time	Purpose of Q	Student response	Your comments
<i>OK. Shall we check the homework?</i>	<i>CM</i>	<i>30 secs</i>	<i>move to next stage</i>	<i>Ss open their books</i>	<i>not a real question; = instruction</i>
<i>So, Ana, what sort of films do <u>you</u> like?</i>	<i>Ref.</i>	<i>4 secs</i>	<i>to motivate, personalise</i>	<i>"em, I like .. comedies, thriller"</i>	<i>Ana very motivated; seems pleased to be involved</i>

* e.g. Dis / Ref / CM = Display / Referential / Classroom Management (You can analyse this after the class.)

You can record what you do in the class by asking an 'observer' to fill in a form such as the one above. You can easily use the audio recording function on a smart phone to do this. About 15' of your lesson will be enough to give you a starter sample!

Here's another format, – or devise your own, depending on what exactly you want to focus on.

CLASS: (Level, age, no. of students etc.)						
OVERALL Aims of lesson:						
Teacher's questions	Ss write down answers first	Ss discuss answers in pairs first	T nominates Ss	Ss volunteer answer	T response	Your comments
<i>OK. Shall we check the homework?</i>						

References

Hopkins, D. (1985). *A Teacher's Guide to Classroom Research*. Open University. p6-12, 86-8, 91-3. (... looks at the quality of the students' responses, how long teachers wait for a response, the atmosphere good questions can build, and which students are asked questions.)
 Scrivener, J. *Classroom Management Techniques*. CUP. 4.6 (question types, purposes, and nominating students)
 Ur, P. (1991). *A course in language teaching*. CUP. Module 16, p228-232. (includes criteria for effective questioning)
 Wajnryb, R. (1992). *Classroom Observation Tasks*. CUP. 2.2 'The language of questions', p46-48.

QUESTION DISTRIBUTION

If you can invite a trusted colleague to sit in a watch your lesson, they could use the following to track how you ask Qs, and which Ss answer:

1. Question distribution

Write the Q no. in the circle (= student) if S. answered a Q.



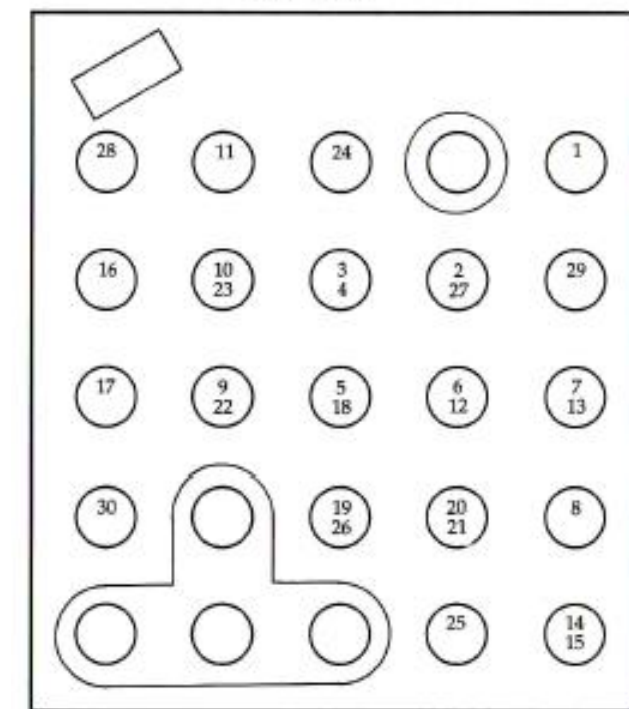
2. Student participation

V = volunteered an answer

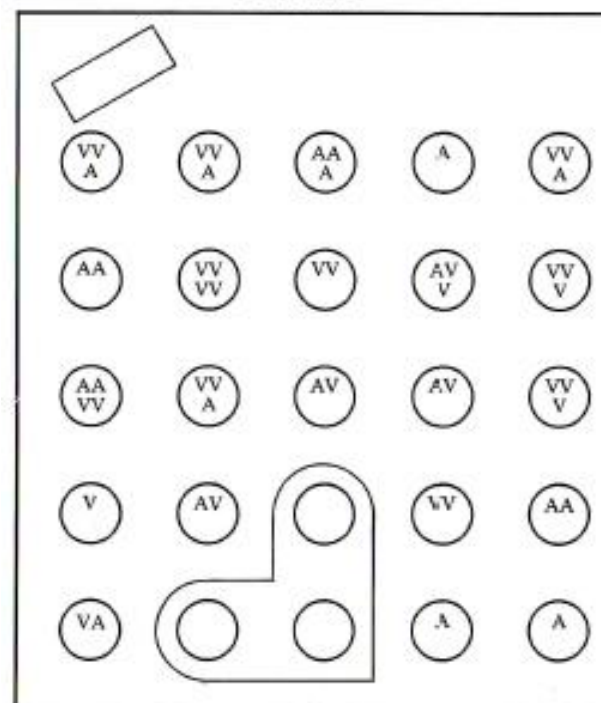


A = S. asked to answer (V1, V2 etc.)

BOX 7.1



BOX 7.2



Hopkins, D. (1985). *A Teacher's Guide to Classroom Research*. Open University.



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