The Teacher as "Professional Question Maker"?

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You can find other materials referred to in this talk with this QR reader.
or: try this on a webpage: https://padlet.com/rachelappleby/91y41p6lcr9g

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A possible 'shape of a lesson'

"a professional question maker"

Lead-in / warm-up activity
Brainstorm a topic / Ask Ss their opinions
Elicit a wide range of contributions

Referential

Open / Wh-Divergent Qs

Text comprehension Qs
'Noticing' language in a text
Matching words / phrases
Gap-fill activities
Language clarification
Concept check Qs

Closed / Y/N Polar Qs

Display

Personalisation (of language)
Ss relate to / reflect on the topic
Ss use new language to ask/answer Qs
Freer speaking; Ss take control / 'own' language

Open / Wh-Divergent Qs

Referential

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Questionnaire
How do *you* handle questions?

< Never – Sometimes – Usually – Always >

		N	S	U	A
1	I ask a mix of individual / open-class Qs.				
2	I use Qs to wake Ss up / get their attention.				
3	*(in this order:)* I nominate* a S, and then I ask the Q. (*name)				
4	If a S doesn't understand, I immediately repeat or rephrase the Q.				
5	I immediately acknowledge if an answer is correct or not.				
6	I ask Ss to nominate other Ss to answer.				
7	I let Ss write down their ideas before they say anything.				
8	I ask Ss to discuss ideas in pairs before they answer.				

A sample lesson

1. Look at the pictures which show visions of the future 50 years from now. Describe them.

2. Which one do you think is most likely to come true?

3. Match opinions
4. Match verbs + nouns
5. Complete sentences

What kinds of questions are used?

Could you add any further open Qs to increase motivation / help students to 'own' and personalise the language?

Fifty Years On

6. In your opinion, which expert's prediction is the most optimistic / pessimistic? Why?

7. Make 3 predictions about the world in 50 years' time.

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Bloom's Taxonomy & critical thinking
Encouraging deeper, more meaningful responses

- Creating ← *assess, evaluate*
- Evaluating ← *create, hypothesize*
- Analyzing ← **draw conclusions**   *compare/contrast*
- Applying ← **solve, interpret**   *demonstrate*
- Understanding ← **describe, classify**   *explain*
- Remembering ← *label, match*

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