The observation of teachers’ questioning techniques and students' responses in America

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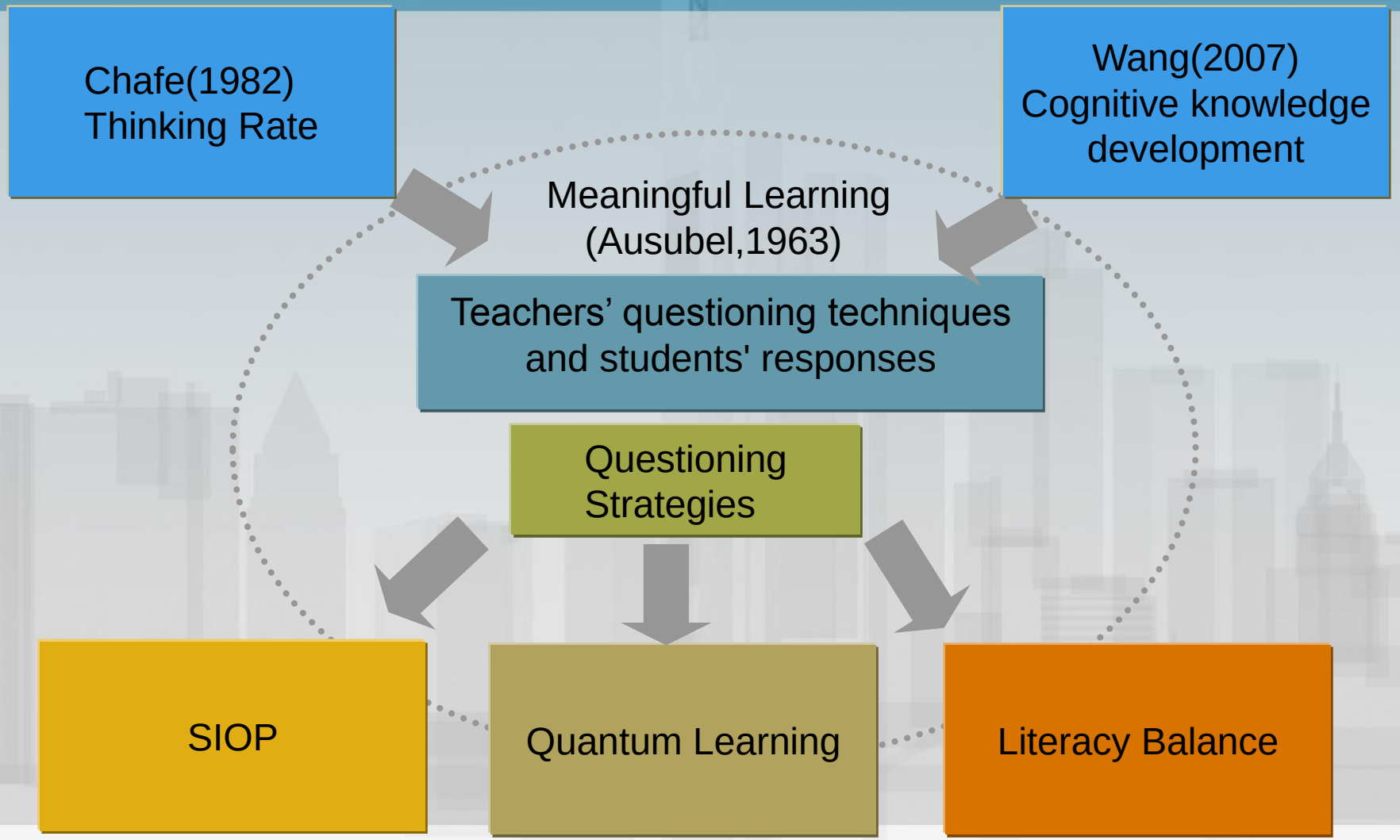
Introduction



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Literature

Pedagogical view

Meaningful outcomes

Linguistically view

Speech=Thought

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Motivation

For Students

To develop the ability to produce meaningful utterances during classroom interaction.

For Teachers

To find effective questioning strategies to conduct meaningful teaching.

For Teaching

To understand what students have learned through speaking activities.

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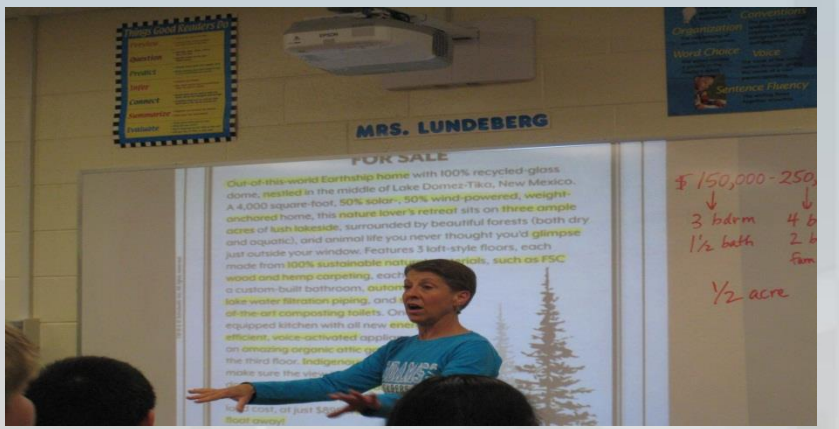
Motivation

- To avoid dominating classroom talk.
- To build the optimistic atmosphere in the classroom.



- Students actively working in whole groups, small groups, individually
- No down time
- Less teacher talk; more student participation.

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Questioning Strategies

Scorates	Confucius
1. Finding the truth by means of questioning. (Students) 2. Refuting and Reassuring (Teachers)	1. Asking question (Students) 2. Answering question (Teachers)

True opinion
Student- centeredness
Active verbal communication

Modest behavior
Explicit instructions
Mental activities

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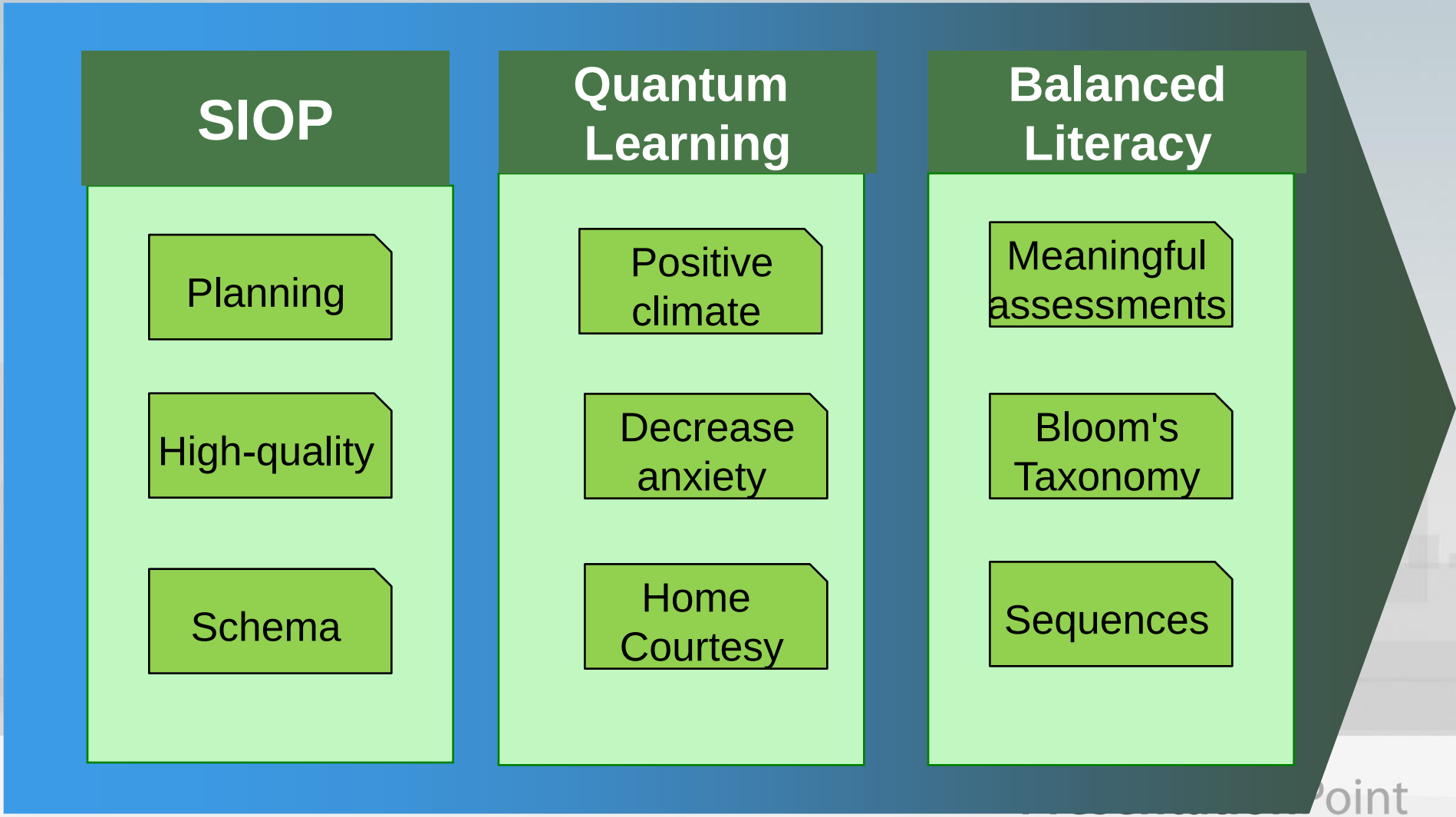
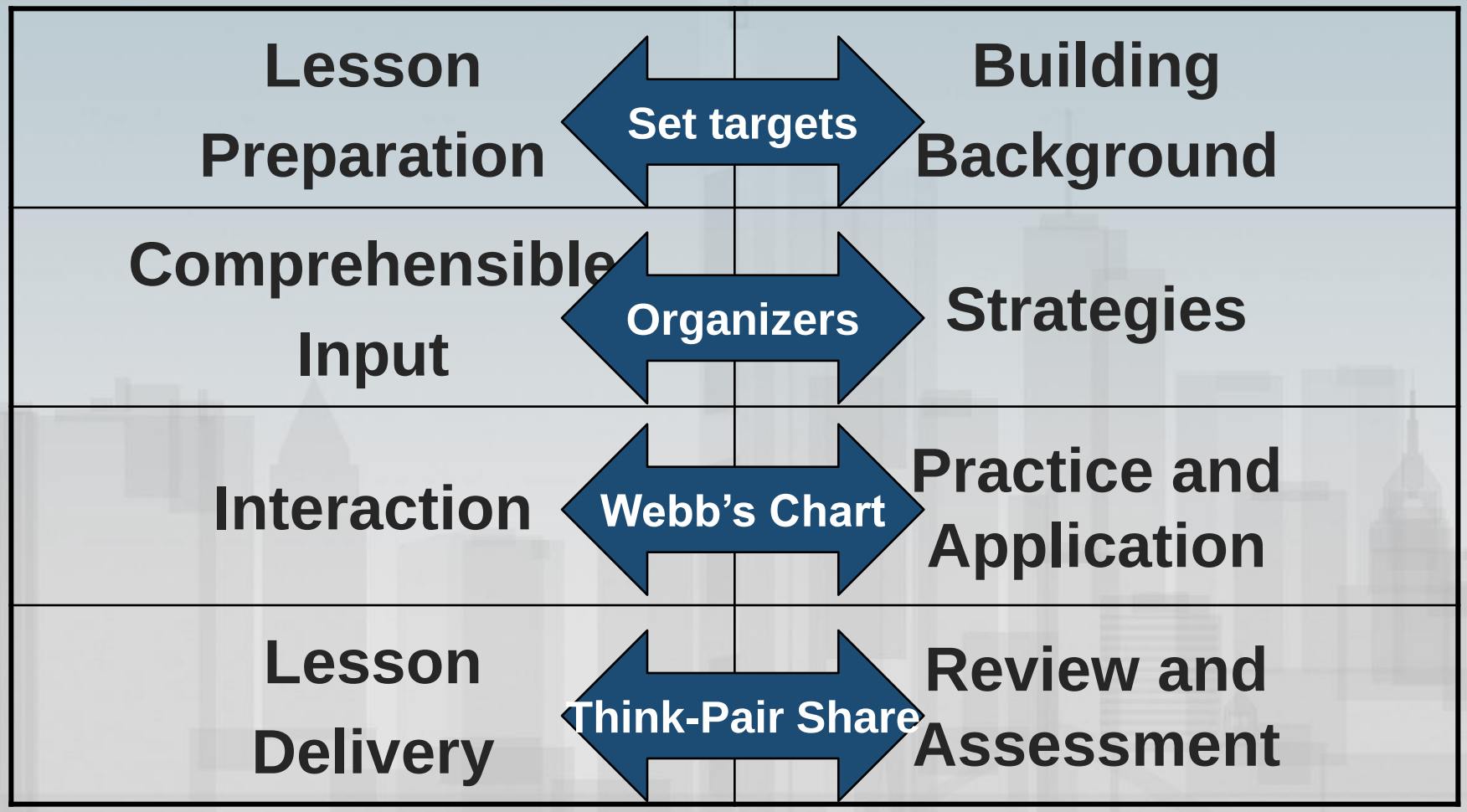
Questioning Strategies



SIOP - 8 components



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SIOP - Webb's Chart

Level One (Recall)		Level Two (Skill/Concept)		Level Three (Strategic Thinking)		Level Four (Extended Thinking)
Arrange	List	Infer	Summarize	Revise	Construct	Design
Repeat	Label	Categorize	Show	Apprise	Assess	Connect
Recall	Illustrate	Identify	Relate	Critique	Solve	Synthesize
Recite	Name	Organize	Compare	Formulate	Use Logic	Apply
Calculate	Use	Construct	Estimate	Hypothesize	Explain	Critique
Define	Match	Modify	Cause/Effect	Conclude		Analyze
State	Quote	Predict	Separate	Cite Evidence		Create
Tell	Report	Interpret	Classify	Differentiate		Prove
Recognize	Measure	Distinguish	Graph	Investigate		
Tabulate	Memorize	Use Cues	Observe	Compare		
Identify						

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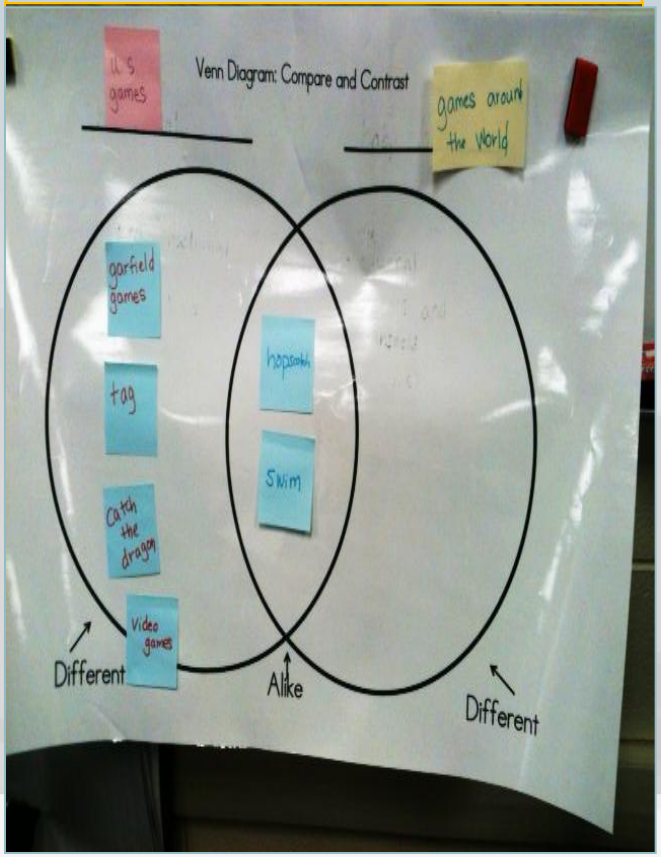
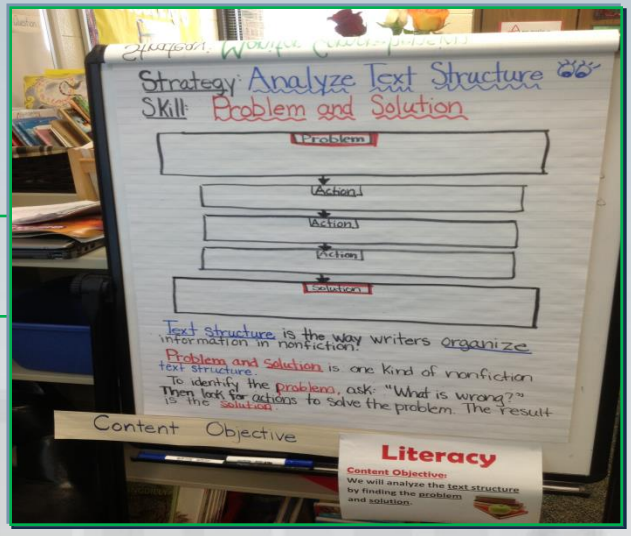
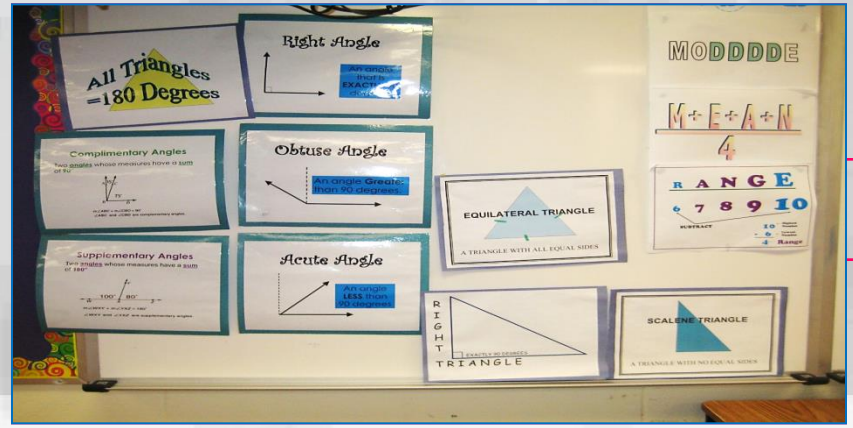
SIOP questioning examples

Graphic Organizers



Objectives





Relia

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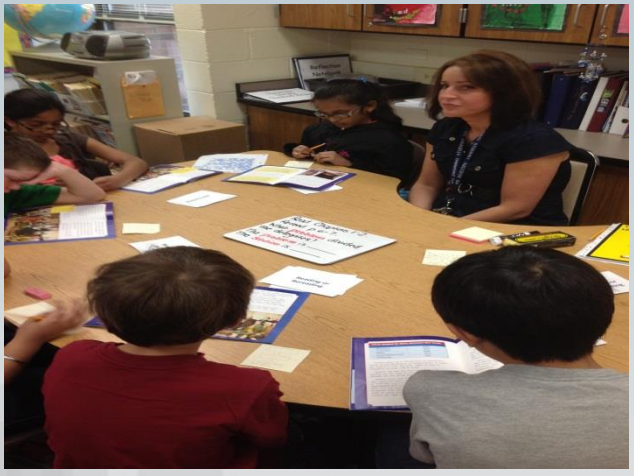
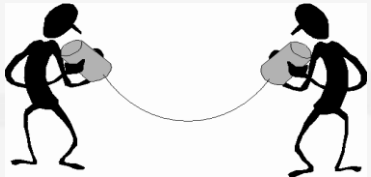
SIOP- Questioning- response-evaluation model

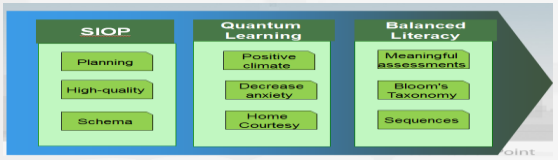
Sentences starters
or processing card



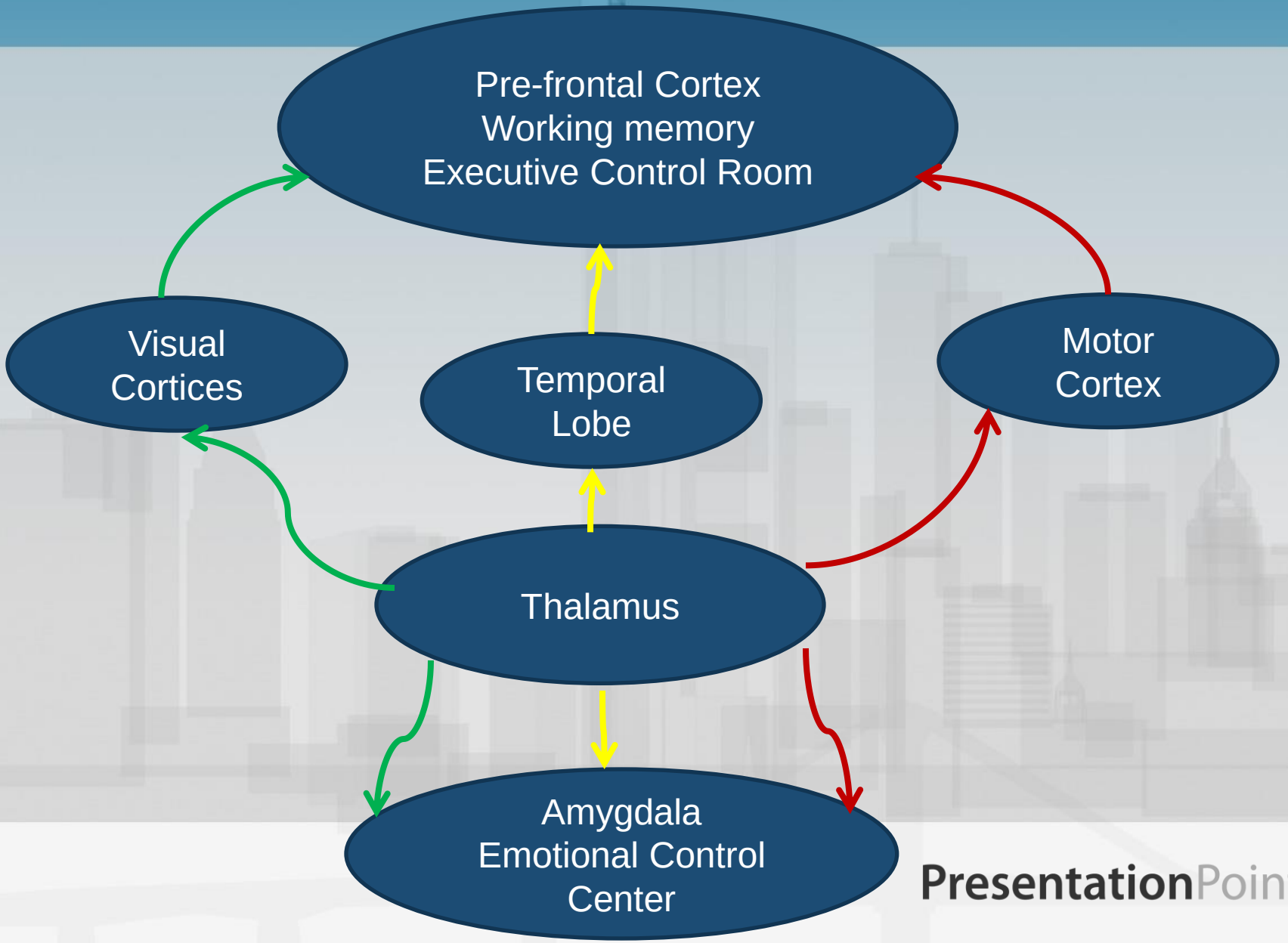
Teamwork model

Tasked-based discussion





Quantum Learning



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Quantum learning- students responses at class

Ownership Team

1.Choice: I’m in control.
2.Power: I’m trustworthy; I'm an unique and powerful individual.
3.Freedom:I have what it takes.

Victim Team

1. Lay blame: I’m not in control. Other people control me.
2. Deny: I’m a liar and cannot be trusted.
3. Justify: I’m just like everyone else.
4. Quit: I don’t have what it takes.

Solutions?

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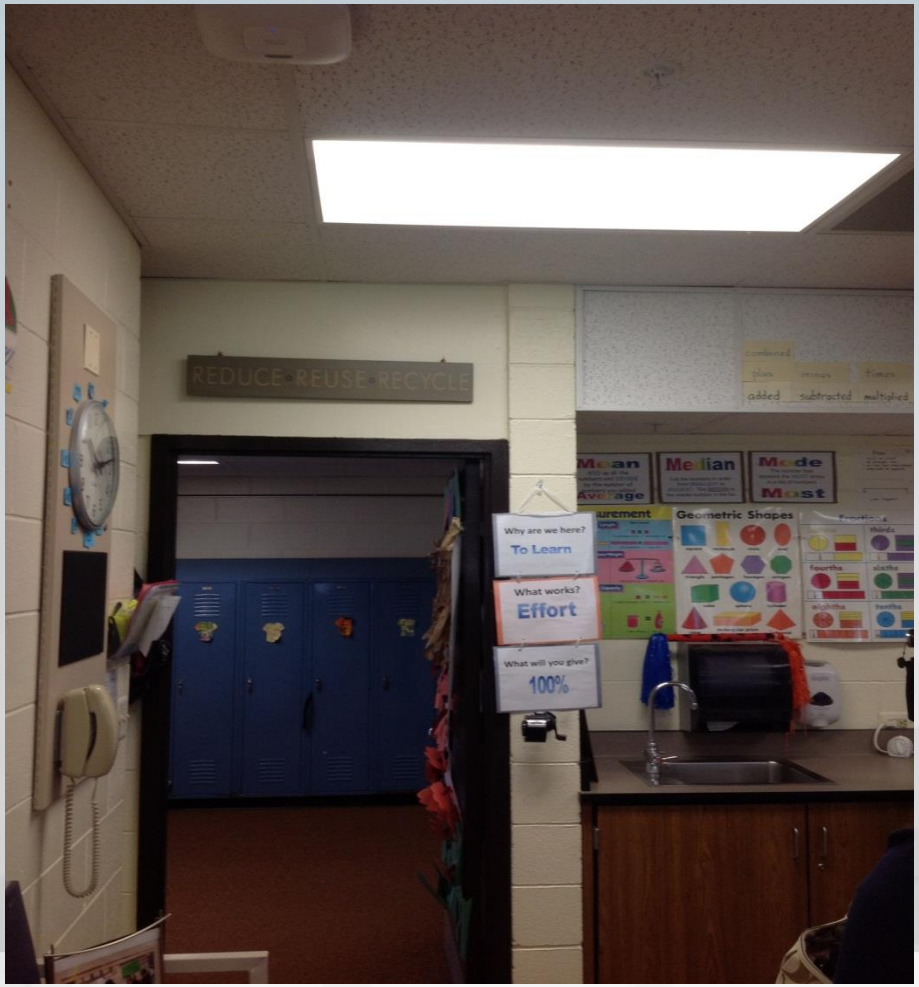
Quantum learning – to run the classroom positively

"Why are you here?"
"To learn."
"Why does it take?"
"Effort"
"What will give?
"100%."



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Quantum learning - classroom Atmosphere

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Quantum learning - classroom Atmosphere

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Quantum learning-questioning types

Collaborative mode
“turn and talk” or “turn around and say”

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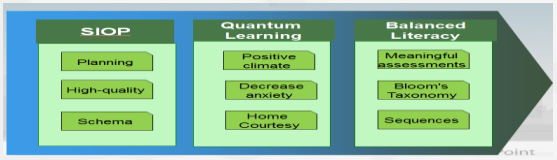


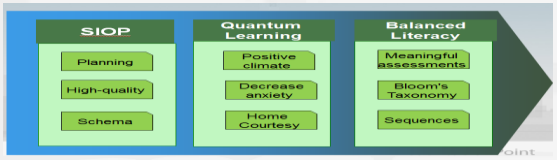
Balenced Literacy

The effects of questions

- (1) knowledge,
- (2) comprehension,
- (3) application,
- (4) analysis,
- (5) synthesis,
- (6) evaluation.

Well-organized questioning procedure

- (1) ask the inference question;
- (2) answer it;
- (3) find clues in the text to support the inference;
- (4) tell how to get from the clues to the answer (i.e., give a line of reasoning)



Conclusions

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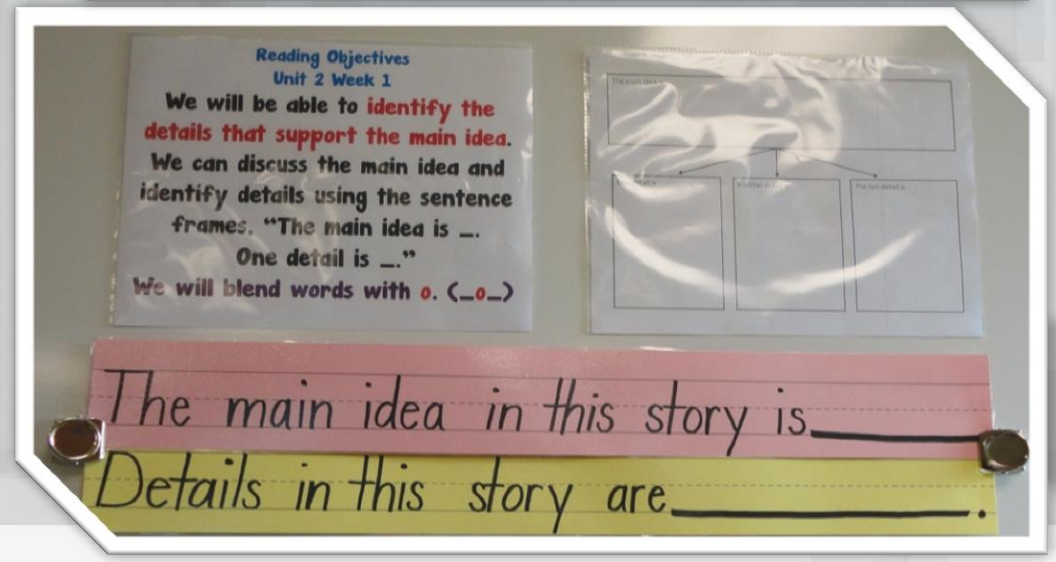
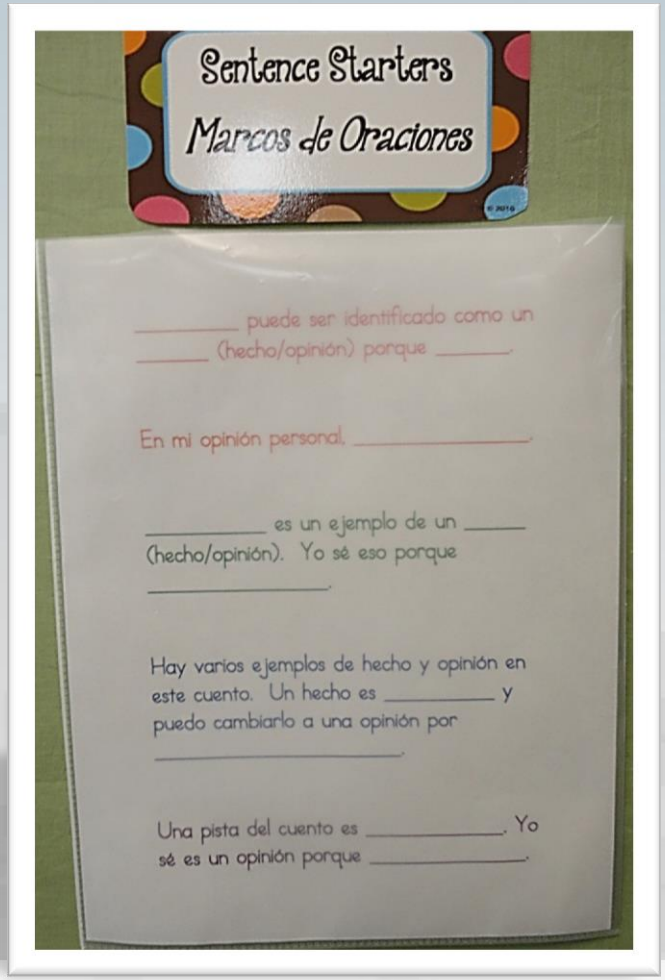
Inducement





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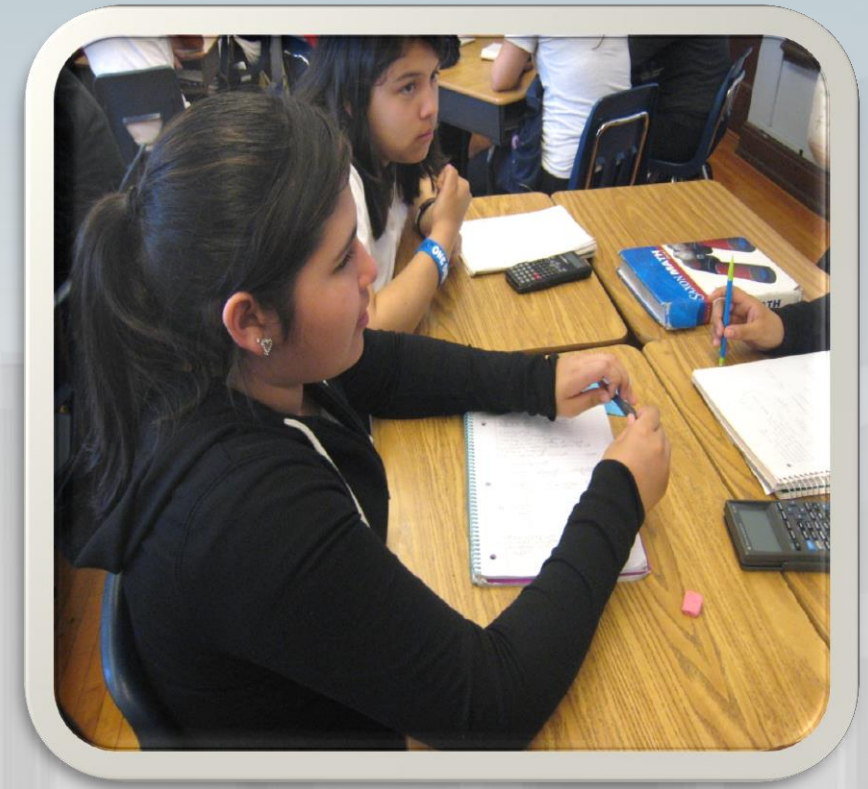
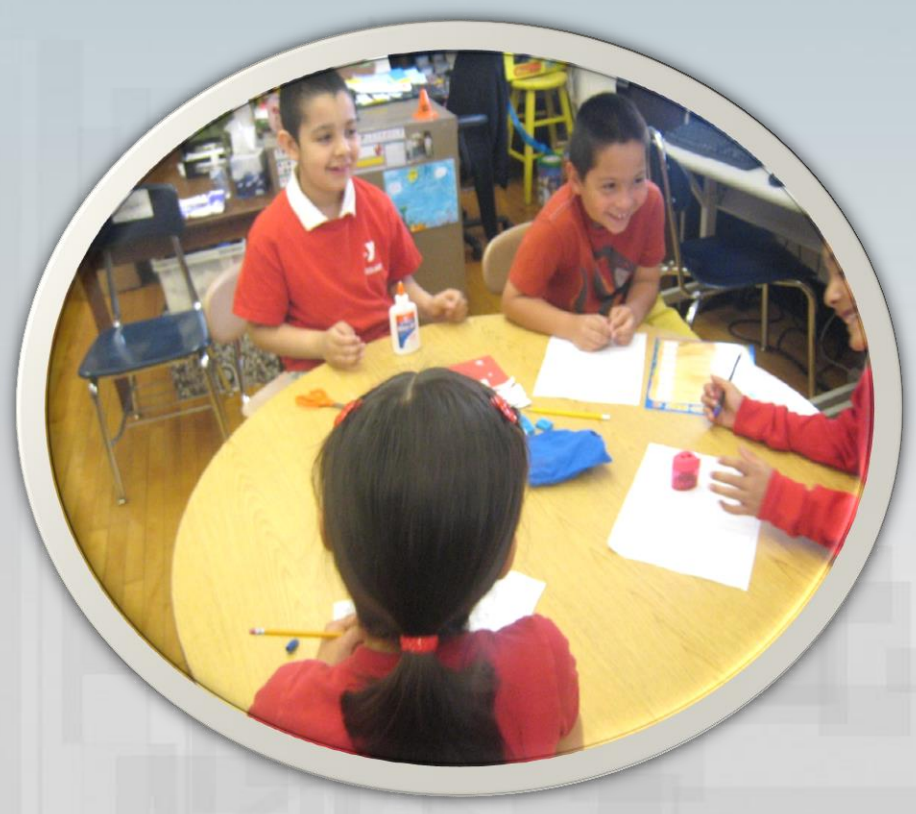
Teamwork





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Optimistic atmosphere

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Engagement

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Motivation

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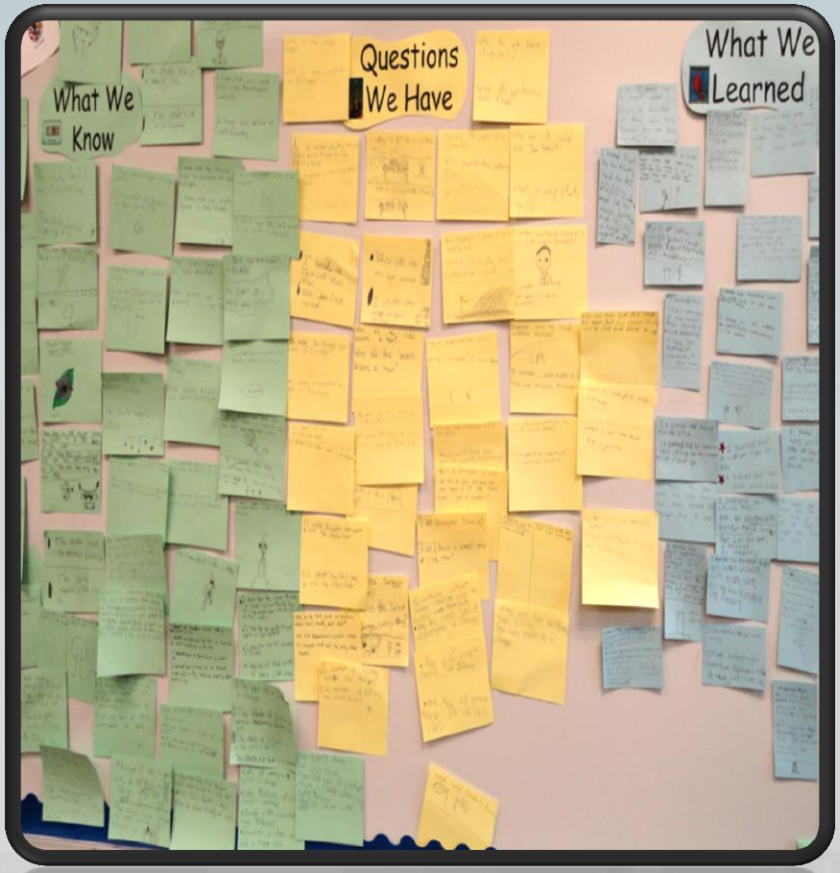
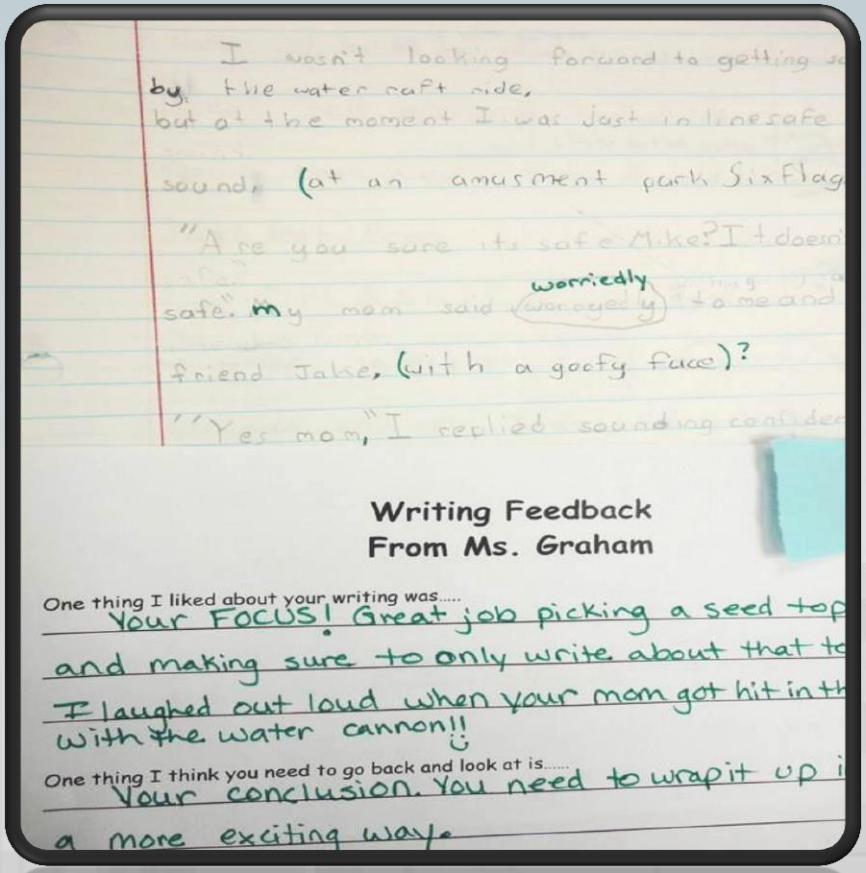
Feedback





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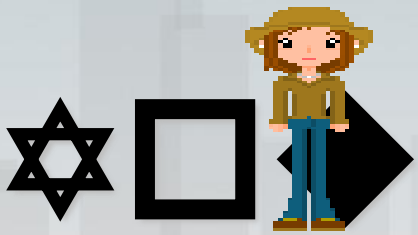

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