

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

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Introduction

Chafe(1982)
Thinking Rate

Wang(2007)
Cognitive knowledge
development

Meaningful Learning
(Ausubel,1963)

Teachers' questioning techniques
and students' responses

Questioning
Strategies

SIOP

Quantum Learning

Literacy Balance

Pedagogical view

Meaningful
outcomes

Linguistically view

Speech=Thought

Motivation

For Students

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

For Teachers

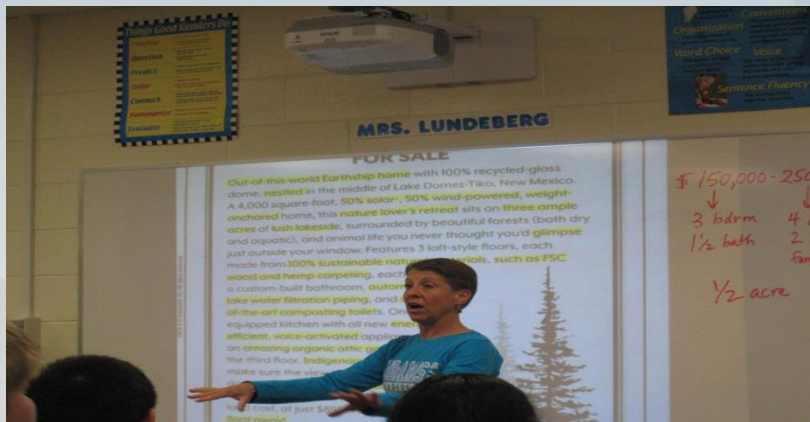
To find effective questioning strategies to conduct meaningful teaching.

For Teaching

To understand what students have learned through speaking activities.

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.

Questioning Strategies

Scorates

1. Finding the truth by means of questioning.
(Students)
2. Refuting and Reassuring
(Teachers)

True opinion
Student- centeredness
Active verbal communication

Confucius

1. Asking question (Students)
2. Answering question
(Teachers)

Modest behavior
Explicit instructions
Mental activities

Questioning Strategies

SIOP

Planning

High-quality

Schema

Quantum Learning

Positive climate

Decrease anxiety

Home Courtesy

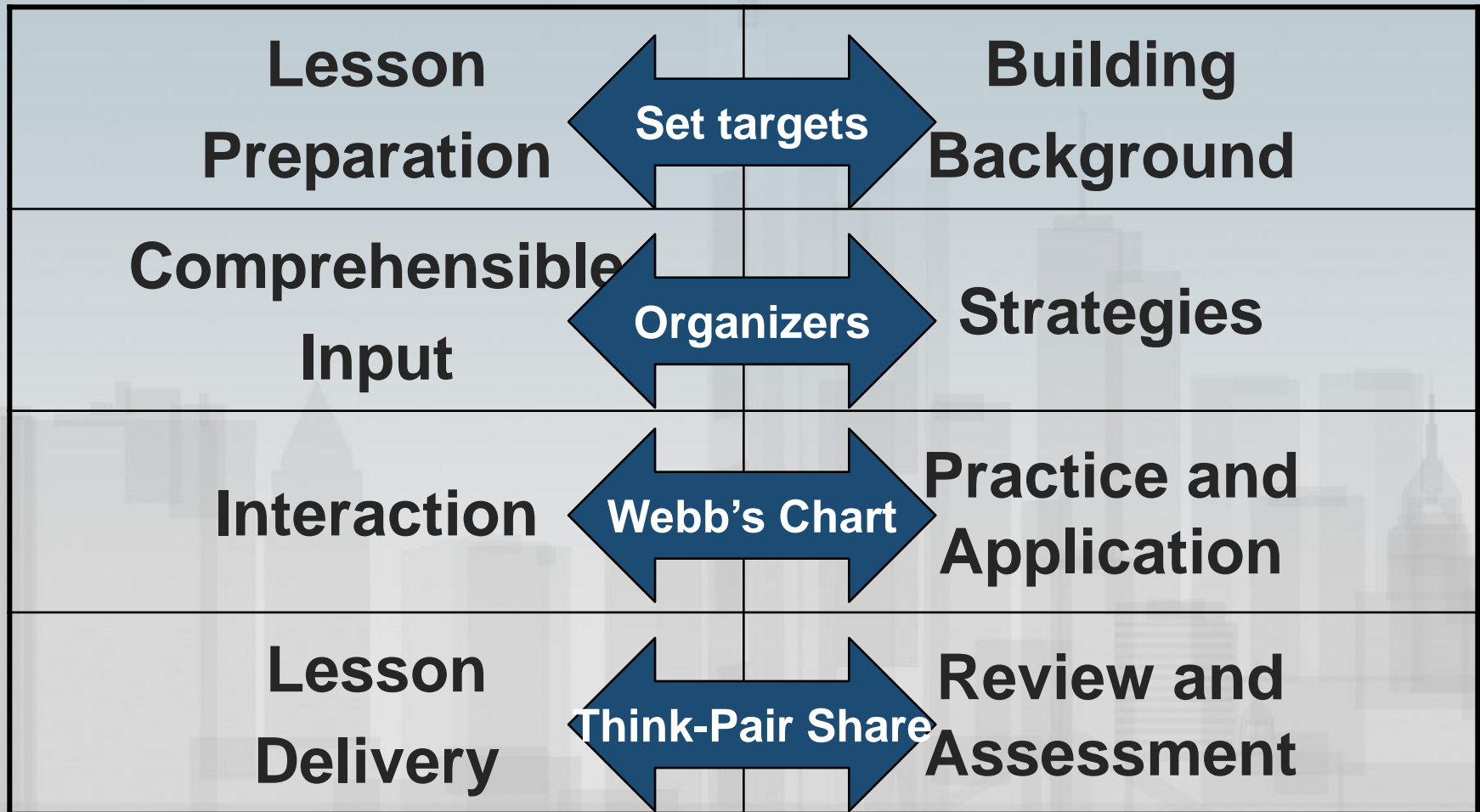
Balanced Literacy

Meaningful assessments

Bloom's Taxonomy

Sequences

SLOP - 8 components

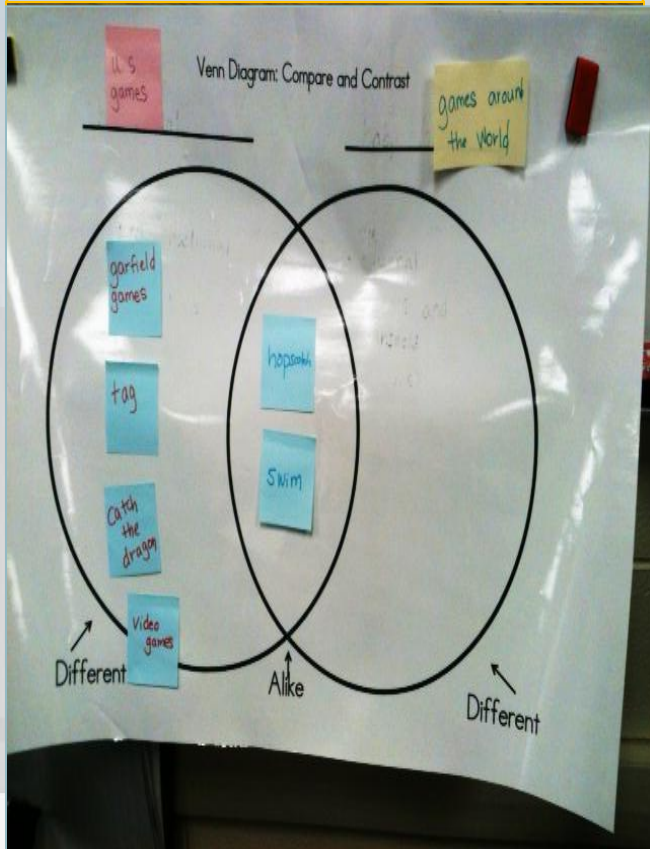


SIOP - Webb's Chart

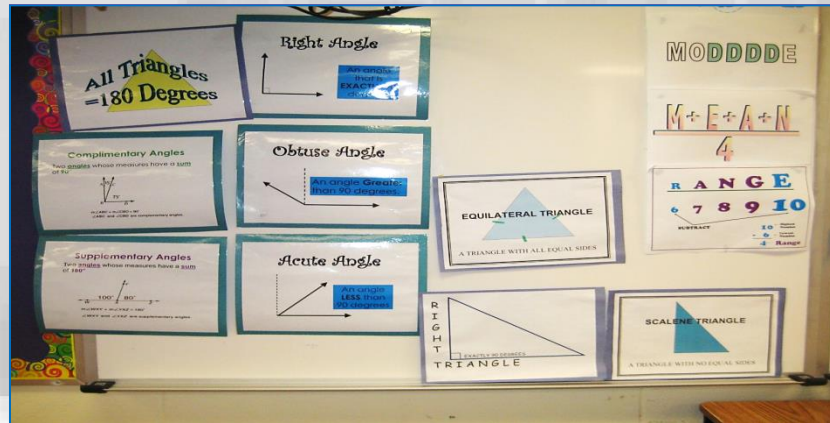
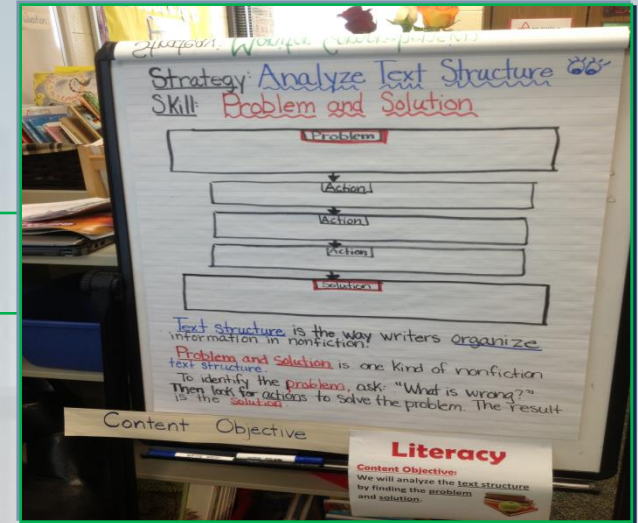
Level One (Recall)		Level Two (Skill/Concept)		Level Three (Strategic Thinking)		Level Four (Extended Thinking)
Arrange	List	Infer	Summarize	Revise	Construct	Design
Repeat	Label	Categorize	Show	Apprise	Assess	Connect
Recall	Illustrate	Identify	Relate	Critique	Solve	Synthesize
Recite	Name	Organize	Compare	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						

SLOP questioning examples

Graphic Organizers



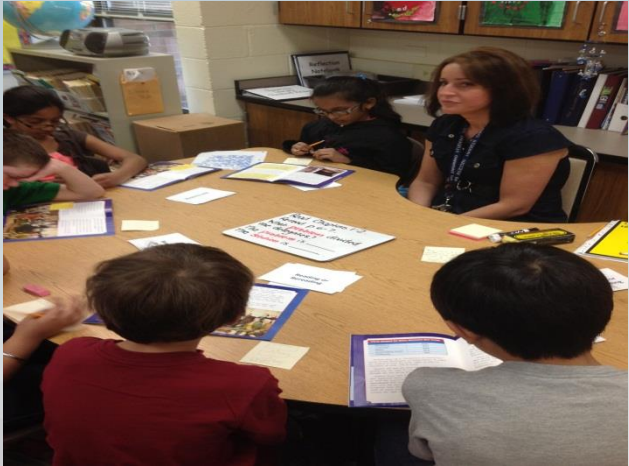
Objectives



Relia

SIOP- Questioning- response-evaluation model

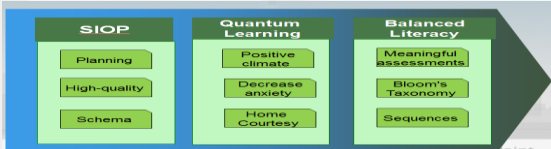
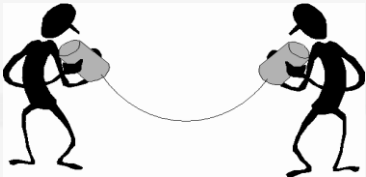
Sentences starters
or processing card



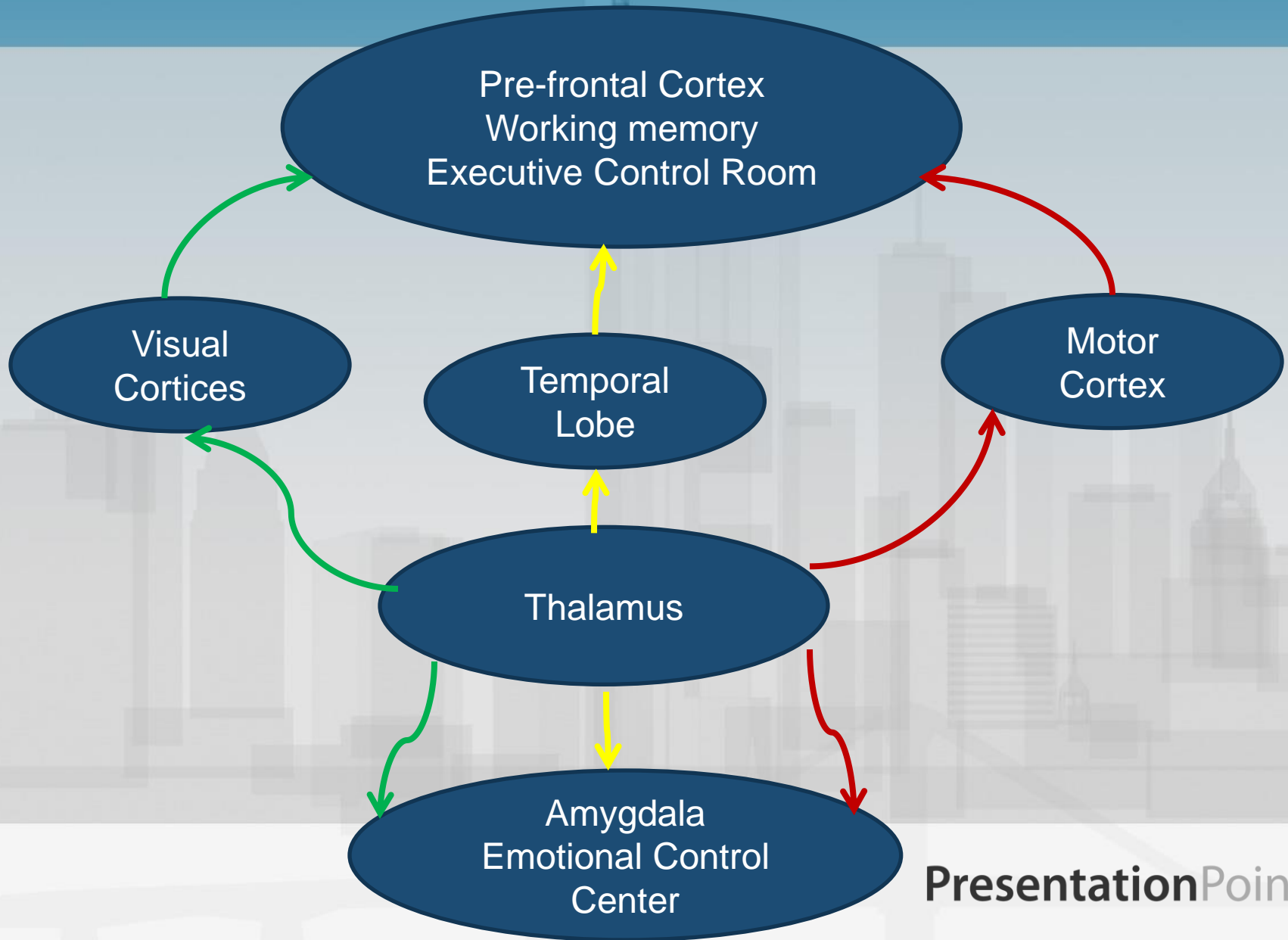
Teamwork model



Tasked-based discussion



Quantum Learning



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?



Quantum learning – to run the classroom positively

“Why are you here?”

“To learn.”

“Why does it take?”

“Effort”

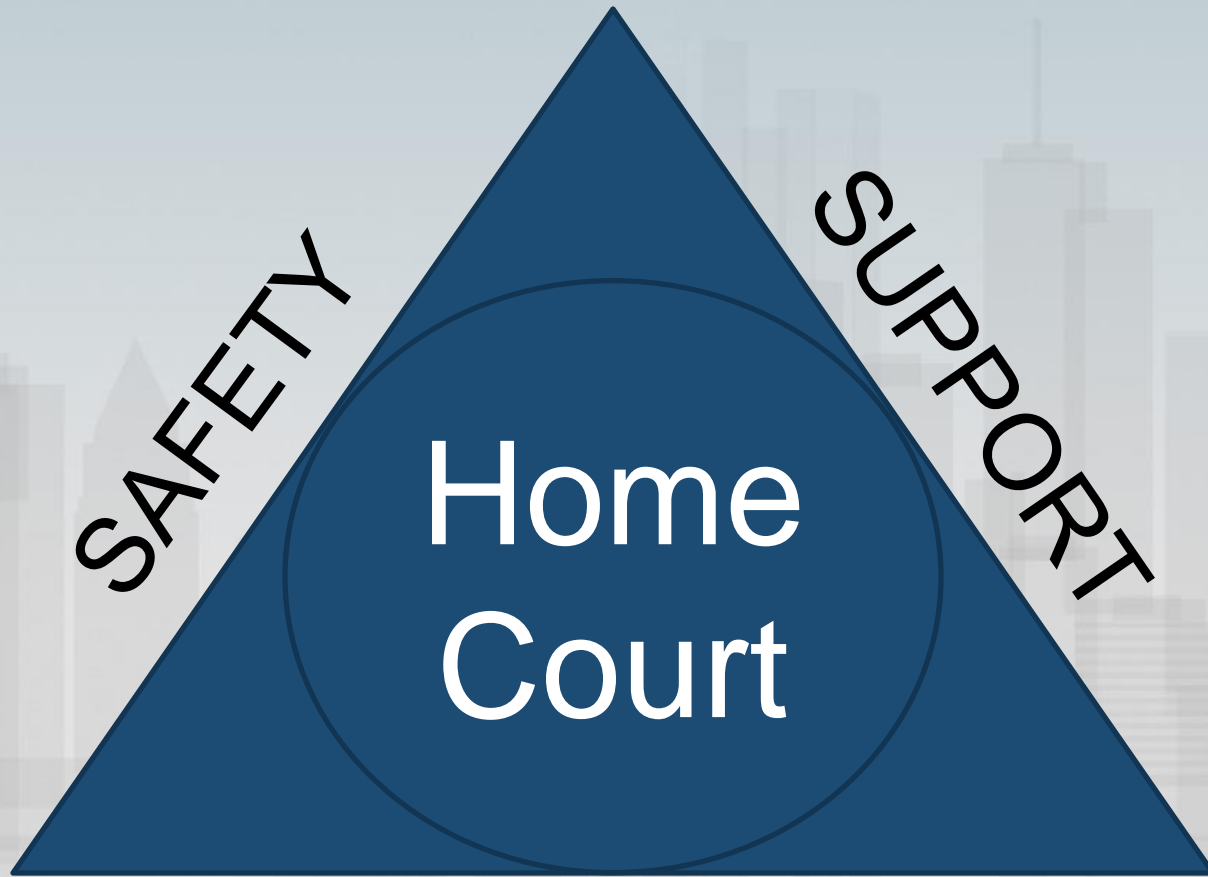
“What will give?”

“100%.”



PresentationPoint

Quantum learning - classroom Atmosphere



BELONGING

PresentationPoint

Quantum learning - classroom Atmosphere

Home-Court Advantage

- ✓ We bleed purple & gold!
- ✓ We are all here to CHEER each other on!
- ✓ We have our families close by ready to help us!
- ✓ Our teammates are ready to assist us!

Belonging

Safety

Support



AH

Quantum learning-questioning types

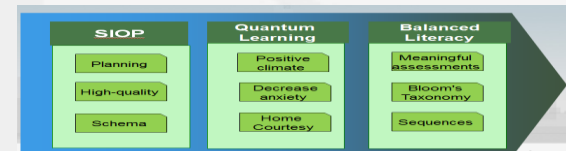
Collaborative
mode
“turn and
talk” or
“turn around
and say”

“-time”
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or
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down to
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okay!
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or what's
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es-no
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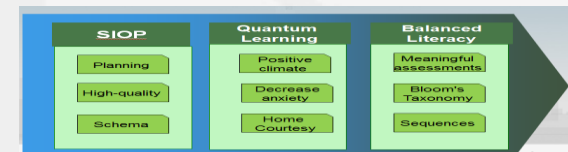
Balanced Literacy

The effects of questions

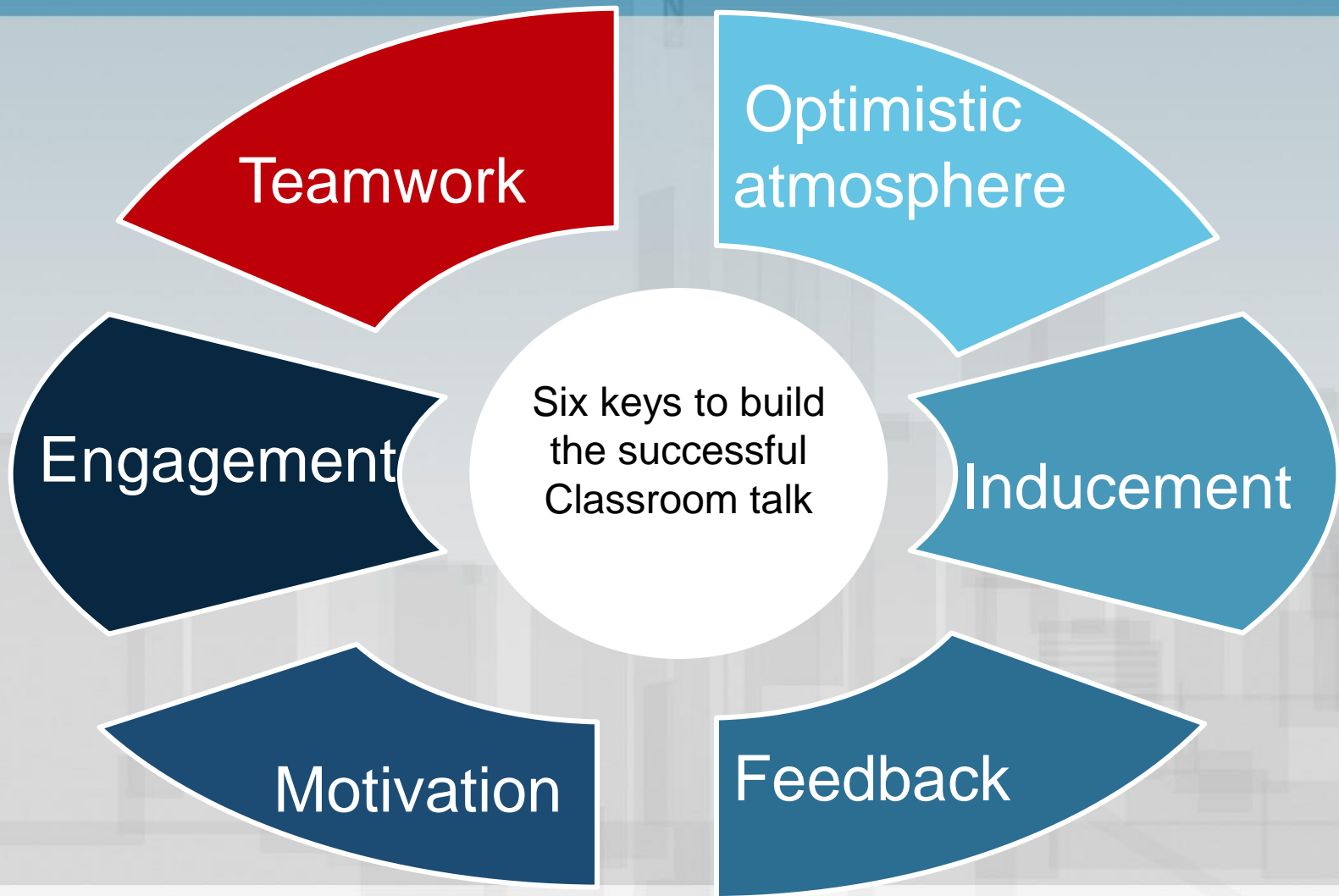
- (1) knowledge,
- (2) comprehension,
- (3) application,
- (4) analysis,
- (5) synthesis,
- (6) evaluation.

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



Inducement



Reading Objectives
Unit 2 Week 1

We will be able to **identify the details that support the main idea.**
We can discuss the main idea and identify details using the sentence frames. "The main idea is ...
One detail is ..."
We will blend words with o. (<o-)

The main idea is _____
The first detail is _____
The second detail is _____
The last detail is _____

The main idea in this story is _____
Details in this story are _____.

Sentence Starters
Marcos de Oraciones

_____ puede ser identificado como un _____ (hecho/opinión) porque _____.

En mi opinión personal, _____.

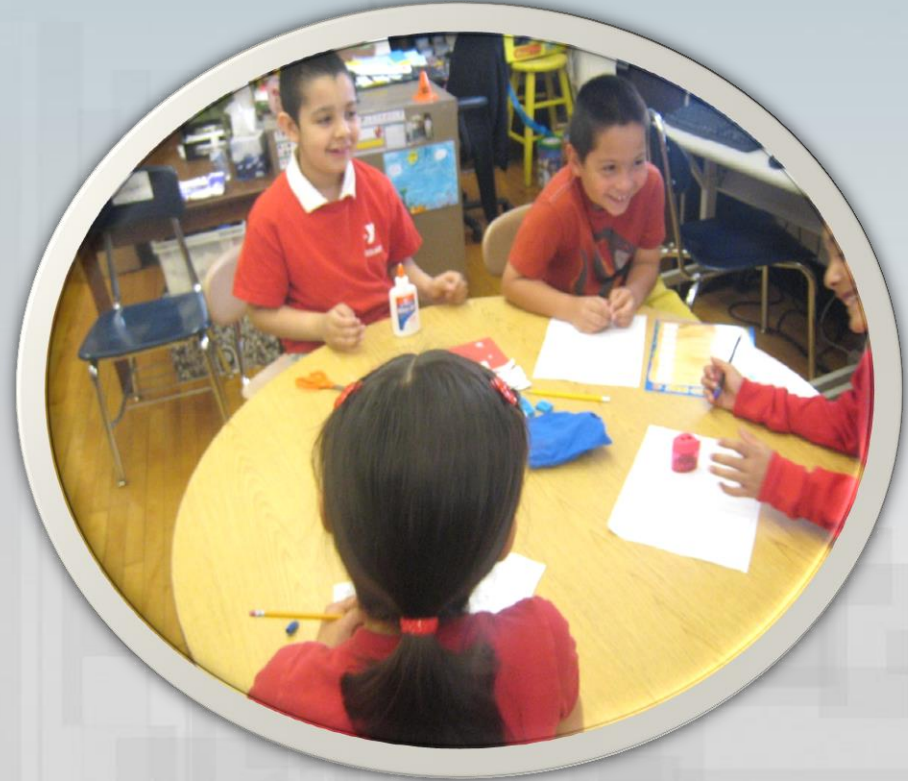
_____ es un ejemplo de un _____ (hecho/opinión). Yo sé eso porque _____.

Hay varios ejemplos de hecho y opinión en este cuento. Un hecho es _____ y puedo cambiarlo a una opinión por _____.

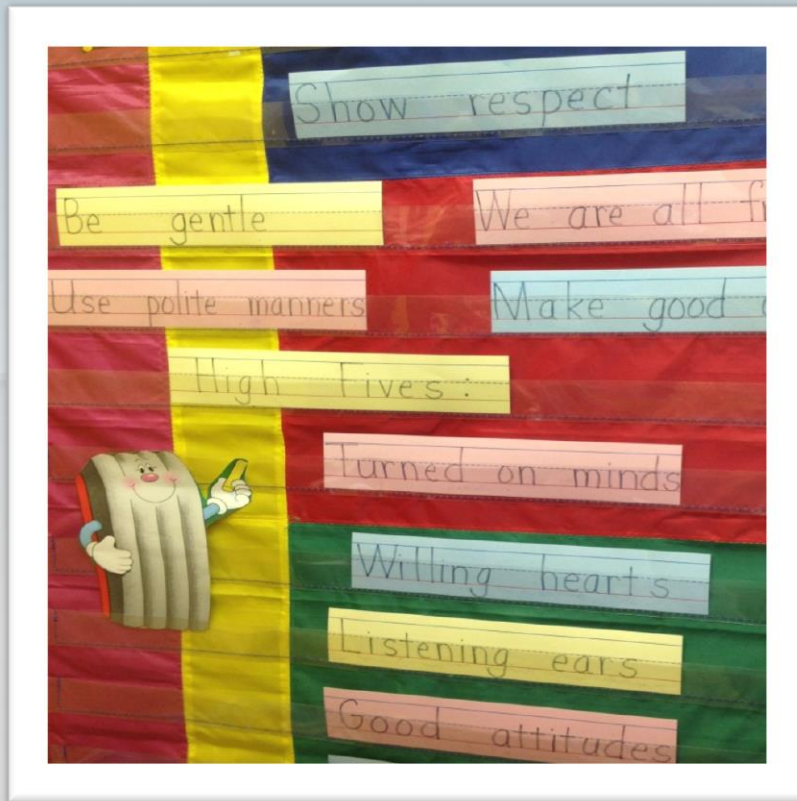
Una pista del cuento es _____. Yo sé es un opinión porque _____.



Teamwork



Optimistic atmosphere



Engagement

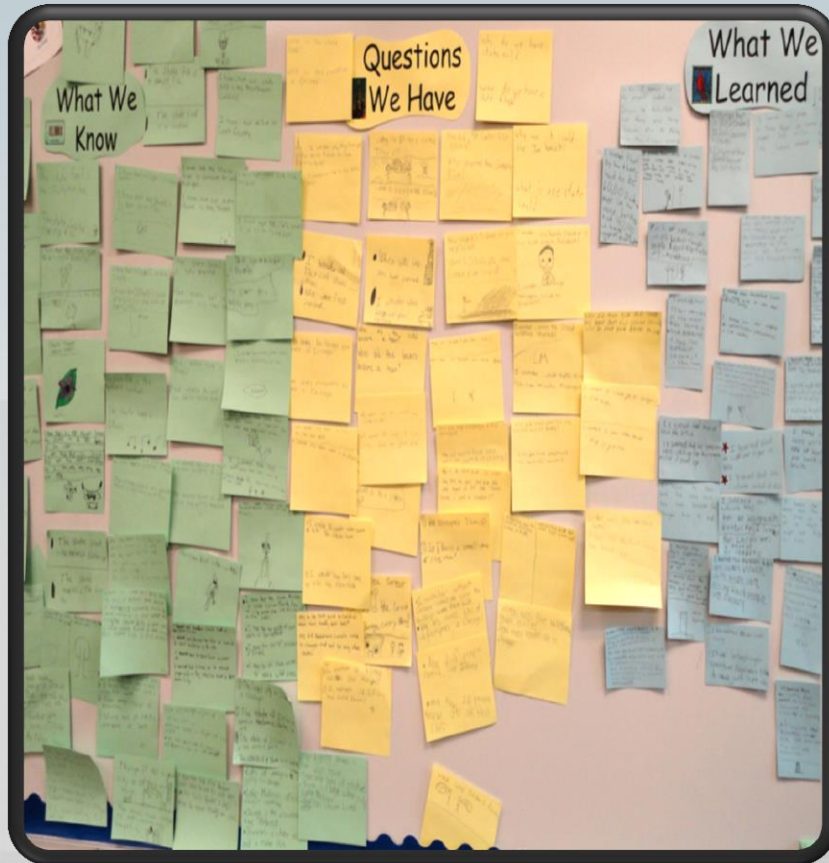


PresentationPoint

Motivation



Feedback



I wasn't looking forward to getting up by the water raft ride, but at the moment I was just in line safe sounds (at an amusement park Six Flags "Are you sure its safe Mike? I + doesn't safe." my mom said worriedly to me and friend Jake, (with a goofy face)? "Yes mom," I replied sounding confident

**Writing Feedback
From Ms. Graham**

One thing I liked about your writing was....
Your FOCUS! Great job picking a seed top and making sure to only write about that to I laughed out loud when your mom got hit in the with the water cannon!!

One thing I think you need to go back and look at is.....
Your conclusion. You need to wrap it up in a more exciting way.



