

# MAKING QUESTIONS COUNT

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## TRANSCRIPT: CLB 1-2

- T: **What do you see in this picture?**  
S1: Park.  
S2: A park.  
T: **Yes, you are right. It's a park. Anything else?**  
S3: A boy run...  
T: **A boy running. Right. What else?**  
S4: Grandfather... um ... newspaper...  
T: **Yes, it's an old man, reading a newspaper. Do you see any other people in the park?**  
S1: Girl ... she jogging.  
T: **A girl jogging. Very good. Anyone else?**  
S6: People are eat dinner.. They ...um... in picnic...  
S2: Eating dinner...  
T: **Very good. It does look like a picnic. What do you think they are having for dinner?**  
S7: Fish and chips maybe  
S8: Sandwich.  
S3: Hamburger.  
T: **You think they are having fish and chips. Or maybe hamburgers. Why?**  
S7: I like fish. My favourite food.  
T: **You like fish, don't you. Do you like hamburgers?**  
S3: Yes, McDonalds...  
S7: No hamburgers. Vegetarian.  
S4: Yes. My son like hamburgers too. Favourite food.  
T: **What else do you see in the park? Anyone playing soccer?**  
S2: Yes, girls play soccer.  
T: **Girls playing soccer. In your country, do girls play soccer?**  
S5: No, no girls...  
S2: No.  
S: Yes, my daughter play football in Colombia  
T: **Yes, in many countries they call it football ...**

# Survey

This survey has been created by students. It includes some suggestions on teacher questions.

To what extent do you agree with their suggestions?

- Do you put our **names at the BEGINNING of directed questions**? If you put names at the beginning of a question, the rest of us will tend to ignore your question, since you have already chosen who will do the answering for you! Wouldn't you, too?
- Do you ask "**whole group**" questions like, "Does everyone understand the difference between...?" Hope not, because it is simply an invitation for a chorus of "yes" responses and the 2 or 3 of us who do not understand probably would not let you know because, "everyone must have understood it but us!" Instead, ask, "Who would like for me to repeat those directions?"
- Do you **repeat student answers**? If you do, then you're teaching us not to listen to each other, because we know the answer will be repeated by you! Instead, try other responses such as "Tell us more," or "Someone else?"
- Are you always the "**answer-giver**" in class? If you turn our questions back to us, you will encourage us to do our own thinking and learn to answer our own questions. For example ask, "That is a good question. What do you think?" After giving us a chance to state an opinion, the question can then be directed to the class for discussion. At that point you can add your comments to ours.
- Do you practice less "**wait time**" for the slower students than you do for the smarter ones? Researchers have clearly demonstrated that teachers typically wait less than one second after asking a question before calling on a student, answer the question themselves, or make an additional comment! Increasing wait time results in dramatic improvements in the overall quality of class discussions.

From <http://www.ncwiseowl.org/kscope/TeacherHut/Teachley/POP.html#four>

