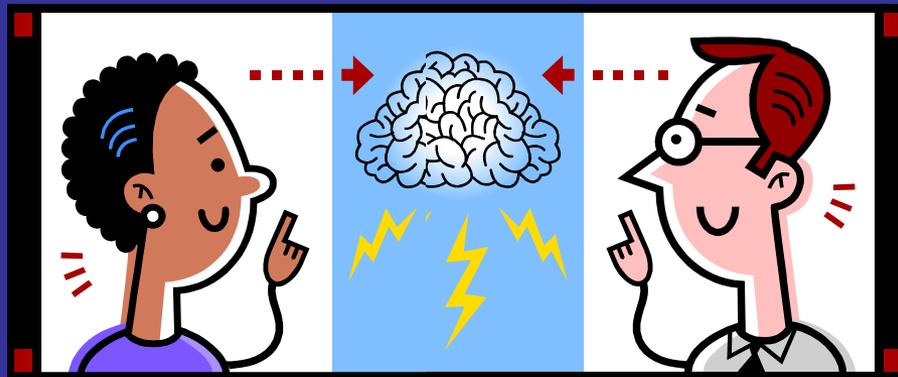


Standards-Based Strategy 7

Questioning Techniques

Recurring Question

How do I engage students in conversation and higher order thinking in the target language?



Rationale

Higher Order Thinking empowers students to

- recall information.
- analyze situations.
- make comparisons.
- speculate or make inferences.
- evaluate situations.

Benefits

Higher Order Thinking

=

Extended Student Thinking

=

Increased levels of students interest, motivation
and engagement

Getting Started

Plan

- Prepare questions ahead of time.
- Consider the purpose of the questions.

Getting Started

Scaffold

- Use background knowledge to help set the stage.
- Develop questions that move from lower to higher cognitive levels in all stages of language learning.

Getting Started

Implement

- Provide wait time for student response.
- Provide visual support as appropriate.

Strategies to Extend Thinking

- Utilize “think-pair-share.”
- Ask “follow-ups” – *Why? Do you agree? Can you give an example?*
- Withhold judgment; encourage multiple student answers.

Strategies to Extend Thinking

- Ask for a summary to promote active listening- *Could you please summarize Mary's point?*
- Survey the class: *How many people agree with the author's point of view?*
- Follow up with “why.”

Strategies to Extend Thinking

- Allow for student-to-student questioning
 - *"John, please call on someone to respond."*
 - *"John, please ask someone a follow-up question."*

Strategies to Extend Thinking

- Ask students to “unpack their thinking” -
“Share what led to your thinking.”
- Call on students randomly.

Strategies to Extend Thinking

- Encourage student questioning-let students develop their own questions
- Cue student *responses-There may be more than one “right” answer for this question. Consider different viewpoints.*

Recurring Question

How can I develop questions around an authentic document that extend student thinking and are appropriate for beginning stage students?

Unit Authentic Materials

- Real-world documents
- Used throughout a unit
- Reflection of the culture and its products, practices and perspectives
- Basis of the interpretive assessment task

Questioning and Authentic Materials

Develop questions throughout each unit that incorporate **a range of** cognitive process dimensions of the revised Bloom's Taxonomy

(SC Academic Standards for Modern and Classical Languages 2006, pp. 118-120)

Classroom Applications

Level 1, Unit 2: My School Life

You are part of a buddy system for exchange students coming to your school from a TL country.

In order to be a good mentor and buddy you must learn more about school life in your buddy's native country.

Theme: My School Life

Students will...

- describe schedules and classes
- ask questions about school-related topics
- compare US / TC schools
- discuss after-school activities
- express likes and dislikes about activities

Sample Authentic Text

Program of Studies from country “X” in which course options are outlined based on the type of high school diploma being pursued. Can be used as an academic plan by students.

Sample Questions

Reminders

- Ask questions in the target language.
- Be prepared to rephrase and repeat as necessary.
- Use graphic organizers.
- Consider a language ladder.

Sample Questions

Dimension 1 = Remember

- What is this document?
- Where is it from?
- What are the things you know about this document?
- What are the parts of the plan?
- Can you find...?

Sample Questions

Dimension 2 = Understand

- What words, phrases, or other clues tell you that this document is an academic plan?
- What can you say about this document?
- What do you think is meant by “X”?

Sample Questions

Dimension 3 = Apply

- How do the different part of the plan relate to each other?
- How would a student use this academic plan?

Sample Questions

Dimension 4 = Analyze

- How is this document organized?
- How does this academic plan compare with yours?

Sample Questions

Dimension 5 = Evaluate

- Based on this academic plan, what does this school consider important in a student's education?
- Can you give some examples of why you think that is so?

Sample Questions

Dimension 6 = Create

- If you could create an academic plan with elements from both, what would it look like?
- What would you keep?
- What would you eliminate?

Turning the Tables

- Encourage students to develop their own questions.
- Cue student *responses*- “*There may be more than one ‘right’ answer for this question. Consider different viewpoints.*”

Conclusion

Appropriate questioning techniques

- Develop critical thinking skills and inquiring attitudes.
- Nurture insights by exploring new connections .
- Encourage students to pursue knowledge on their own.

Final Reflections

- When should I use Higher Order Questioning Strategies?
- How do I scaffold questions for success in my class?
- Why does higher order questioning improve language proficiency?