

# ORAL QUESTIONING

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How effective is oral questioning and how can it be integrated to your lessons

“Students have not learned until they have articulated for themselves the materials to which they are being exposed, learning is not passive listening, it is not mindless regurgitation... It involves a sophisticated range of abilities”

- To understand the topic
- To reformat material
  - To use it
  - To analyse it
  - To re-structure it
  - To question it

# Why should we use questioning?

- So that pupils talk and talk constructively and on task
- To signal an interest in student's thoughts and feelings
- To stimulate interest and awaken curiosity
- To encourage a problem solving approach to thinking
- To help students externalise and verbalise knowledge
- To monitor the extent and deficiencies of a student learning
- To deepen thinking and improve conceptualisation

# Classifying questions

- Low order
  - 0. management question
  - 1. recall
  - 2. simple comprehension
- Higher order
  - 3. application questions
  - 4. analytical questions
  - 5. questions requiring synthesis
  - 6. evaluation questions

## Low order

### 0. Management questions - examples:

WOULD YOU RUN THIS ERRAND FOR ME?

WILL YOU STACK THOSE CHAIRS UP, PLEASE?

## Low order

### 1. Recall questions - examples:

WHAT DID WE SAY A NOUN WAS?

IN OUR EXPERIMENT, WHAT HAPPENED TO THE VERB?

## Low order

### 2. Comprehension questions - examples:

WHERE DID THE BOY IN THE STORY WE'VE JUST READ RUN AWAY TO?

WHICH OF THESE EXAMPLES I AM SHOWING YOU IS THE MOST DIFFICULT?



## Higher order

### 3. Application questions - examples:

GIVEN THE INFORMATION YOU HAVE JUST LEARNED, HOW DO YOU THINK YOU COULD DEVISE A BETTER STORY?

HOW MIGHT SOMEONE MAKE THIS JOURNEY IN A SHORTER TIME?

## Higher order

### 4. Analysis questions - examples:

WHY DO YOU THINK THAT SCHOOLS WILL BE DIFFERENT IN  
20 YEARS' TIME COMPARED TO NOW?

WHAT EVIDENCE MIGHT WE LOOK FOR TO SUPPORT THIS  
ARGUMENT?

## Higher order

### 5. Synthesis questions - examples:

HOW COULD YOU APPLY THIS THEORY OF LEVELS WE LEARNED TO UNDERSTAND THE IMPORTANCE OF THE ANCIENT EGYPTIANS AS ARCHITECTS?

IN UNDERSTANDING THE HISTORY OF SPARTACUS'S SLAVE REBELLION, WHAT DO WE NEED TO KNOW ABOUT THE GEOGRAPHY OF ITALY?

## Higher order

### 6. Evaluation questions - examples:

WHAT FACTORS MADE YOU WARM TO THE CENTRAL CHARACTER IN THIS BOOK?

WHAT MORAL DILEMMAS WERE FACED BY THE KING?

- All major research agree that the highest scoring category of classroom questions is re-call – a low order operation (about 60%)
- Also, surprisingly between 12 to 30% are management questions

What conclusion can we make?

- Group work ACTIVITY

Give example on how we could apply questioning effectively in our lessons