

The Power Of Effective Questioning

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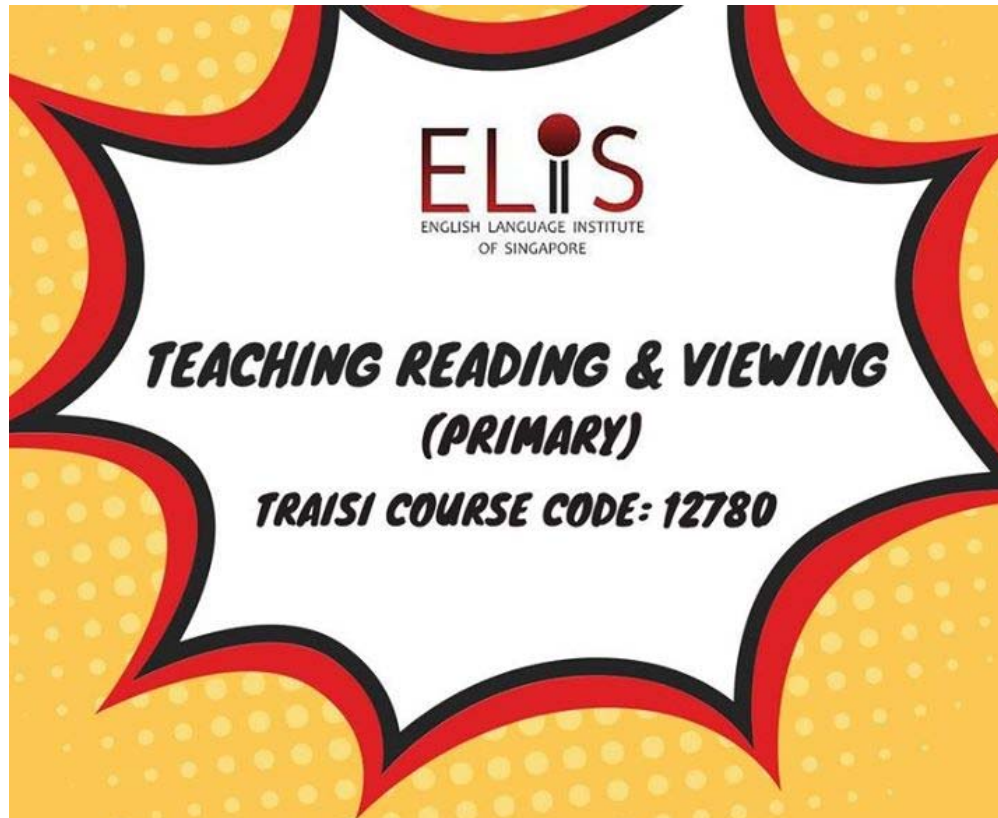
English in a Future-ready Singapore

ELIS Conference
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ELIS

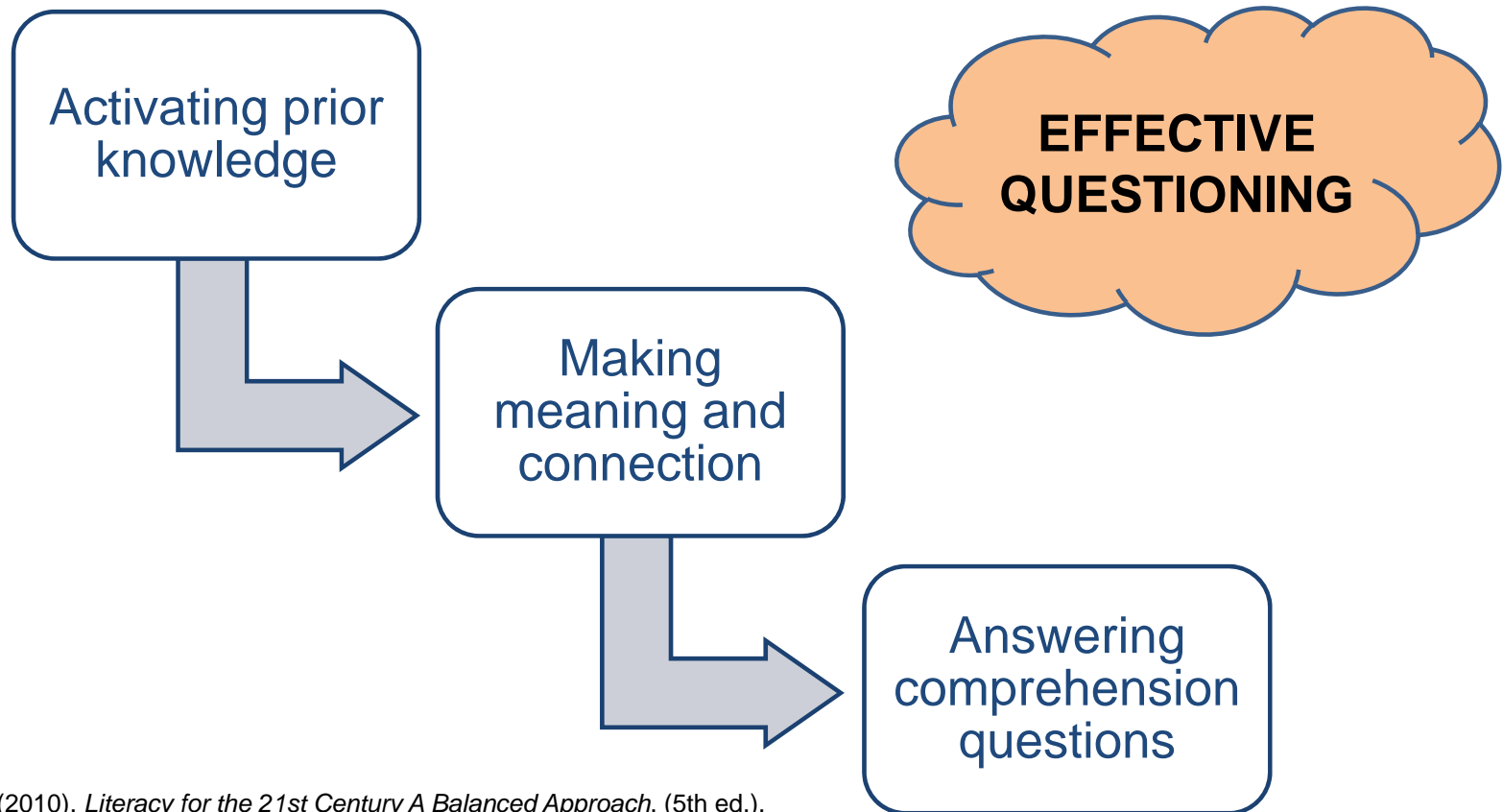


Why Effective Questioning?



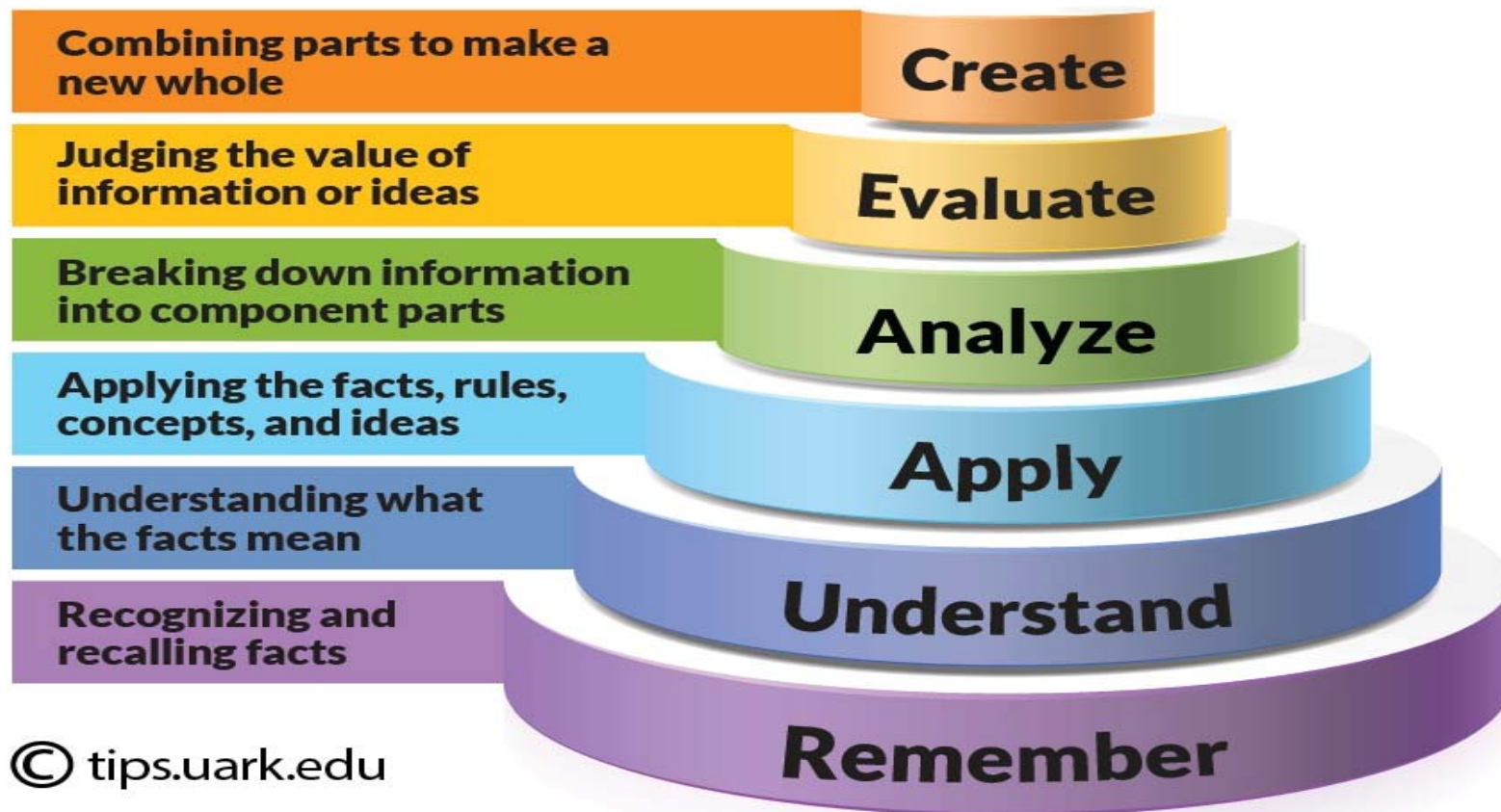
THE POWER OF EFFECTIVE QUESTIONING

Typical Reading Comprehension Process



Adapted from Tompkins, G. .E. (2010). *Literacy for the 21st Century A Balanced Approach*. (5th ed.). United States of America: Pearson Education, Inc.

Role of Questioning In Classroom



COMPREHENSION AT LOWER PRIMARY

P2 Comprehension Exercise - 1

Extract: The children became frightened when they saw the stranger in the school. He was carrying a gun. Waving a gun at the children, he warned them to stay in their classrooms. Lisa and Wei Xiang started to cry. Miss Lim called the police immediately.

Question: Why were the teachers and pupils afraid of the madman?

Intended answer: They thought that the madman would hurt/kill them.

P2 Comprehension Exercise - 1

How do you feel when you see a stranger in your school holding on to a gun and walking towards the classroom block?

P2 Comprehension Exercise - 2

Extract: Ali left the bag of ice he had just bought on the round table at the playground. He played with his neighbours on the slide, see-saw and merry-ground. Half an hour later, he decided he had enough fun. He was shocked when he could not see his bag of ice. Instead he only saw a bag of water.

Question: What happened to Ali's bag of ice?

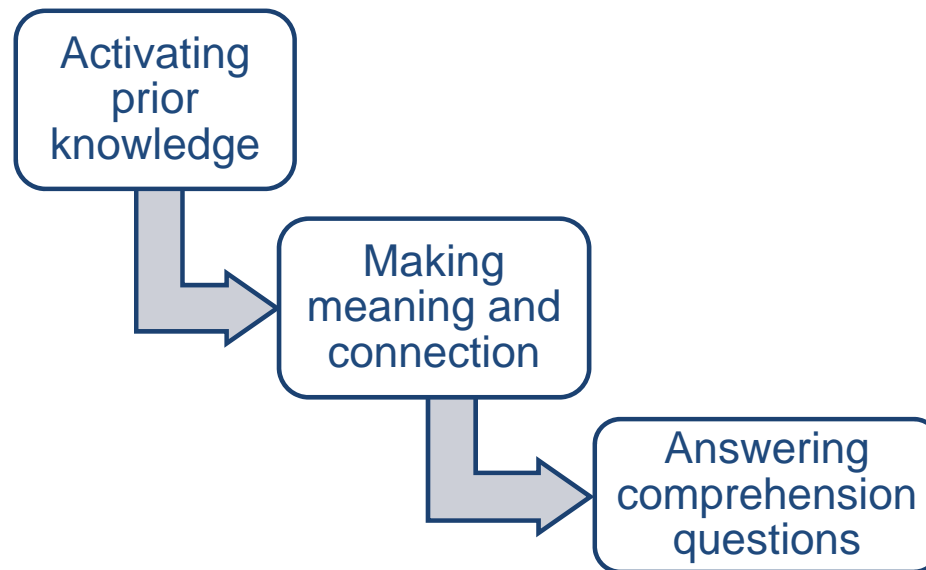
Intended answer: The ice in the bag melted and it became a bag of water.

P2 Comprehension Exercise - 2

Is the concept of ice melting suitable for P2?

Pit Stop - Lower Primary

- Students need to be tested within world knowledge
- We must use effective questioning to help students make connections



COMPREHENSION AT UPPER PRIMARY

EVIDENCE / REASON

Evidence

- Evidence usually answers the questions

WHAT

WHEN

WHERE

Reason


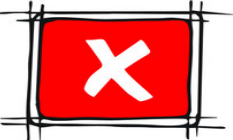
- Reason usually answers the question

WHY?

PSLE (2016)

- Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so.



Extract: When lunchtime arrived, Mrs Ho dismissed Ben's proud declaration that he had categorised fifty books.

	True/ False	Reason
Ben was pleased that he had categorised fifty books on the first morning.	Student answer: True. Mrs Ho dismissed his proud declaration.	 OK  NOT OK

PSLE (2016)

- Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so.

Extract: For many minutes, he wept as the storm thundered overhead, masking his wails. Suddenly the door behind him opened and a lady emerged, all dressed to go out.

	True/ False	Reason	
Mrs Ho heard Ben crying when she was inside her house.		Student answer: False. She did not hear him.	 OK  NOT OK

P5 Paper (2015)

- Based on the passage, state whether each statement in the table below is true or false, then give one reason why you think so.

	True/ False	
Chocolate originated from Central America.	True	Where ... is made from beans of ... tree, which is a plant of Central America.
Spanish imported chocolate because they liked the bitter taste.	False	Why (The Spanish did not like the bitter taste.) They imported chocolate <u>because it contained caffeine.</u>
The well-to-do in Europe enjoyed the imported chocolate.	True	What ... <u>welcomed chocolate drinks with open arms.</u>

P5 Paper (2016)

Extract: Having fifteen minutes before class started, Fabien activated the touchscreen television and skimmed the server for something to watch...Ten minutes later, Fabien was in his study room, logging into the school network. He downloaded the day's study schedule and set up the digital video camera. Then his teacher's stern face appeared on the screen.

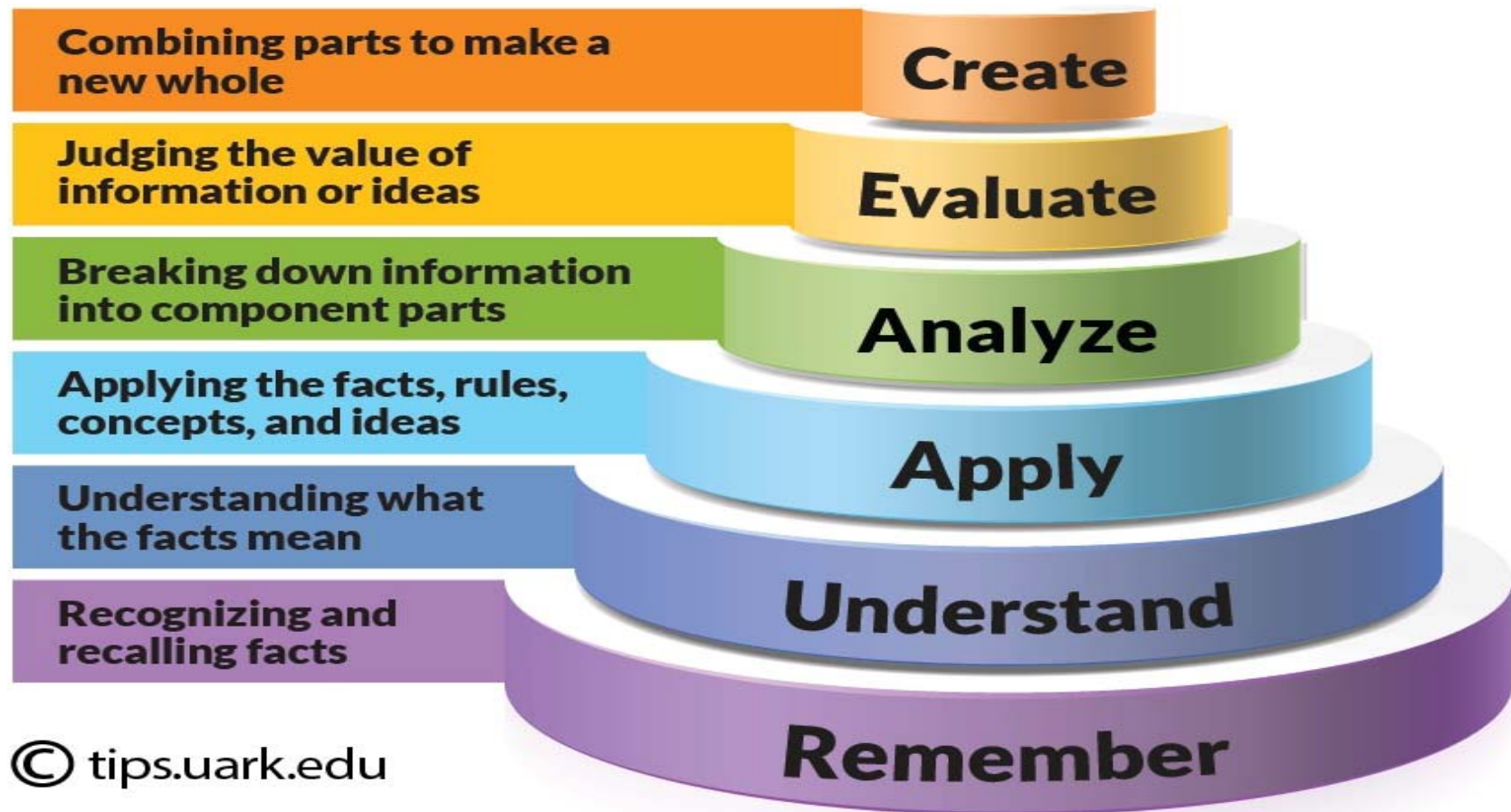
	True/ False	Reason
Fabien was late for school.	False	He logged on with time to spare / before the teacher greeted the class.

P5 Paper (2016)

Extract: Then his teacher's stern face appeared on the screen. "Good morning class, I see that Suzanne has recovered from her chicken pox." She smiled at one of Fabien's classmates.

	True/ False	Reason
Fabien's teacher could see the class.	True	She smiled at one of his classmates. / She noticed that Suzanne had recovered from her chicken pox.

Effective Questioning



Adding An Evidence Column

77. Based on the passage, state whether each statement in the table below is true or false, then give one reason in your own words why you think so. (4m)

	True/ False	Evidence (Where is the information taken from?)	Reason (Remember to rephrase where necessary.)
Fabien was late for school.			
Fabien's teacher could see the class.			

Sample Student Answers

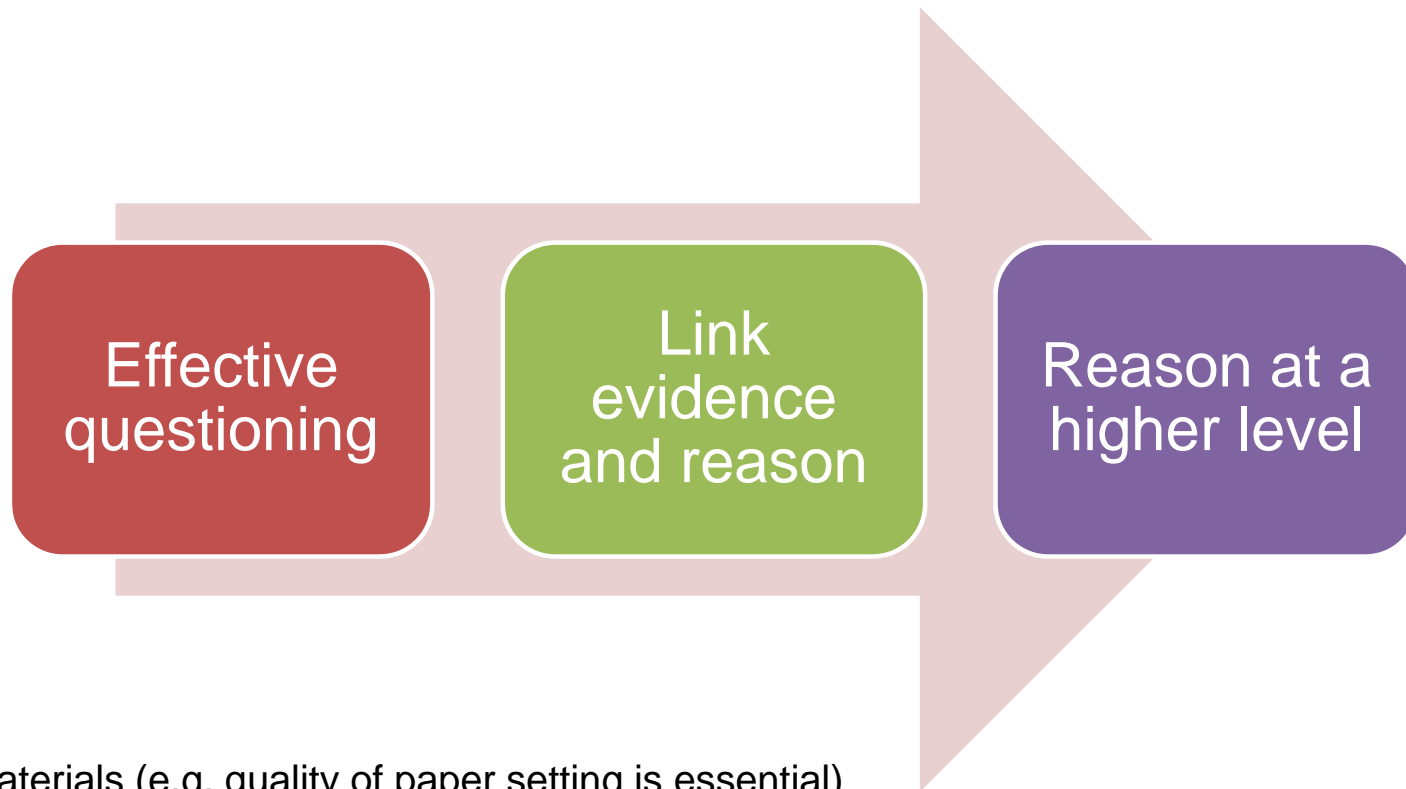
Fabien was late for school.	False	Ten minutes later, Fabien was in his study room, logging into the school network.	Fabien logged into the school network five minutes before school started.
Fabien's teacher could see the class.	True	"Good morning class, I see that Suzanne has recovered from her chicken pox."	Fabien's teacher could see that one of his classmates had recovered.

Makes students more conscious of need to rephrase

Don't expect one-time success!

Fabien was late for school.	False	... fifteen minutes before class started ... activated the touchscreen television ... for something to watch	Fabien had enough time to skim the server. He had five minutes to spare.
Fabien's teacher could see the class.	True	... I see that Suzanne has recovered ...	Fabien's teacher could see that Fabien's friend had recovered.

Pit Stop - Upper Primary



Source materials (e.g. quality of paper setting is essential)

Pit Stop - Upper Primary

Critical reading and viewing take place when pupils are encouraged to **read between the lines and view for implied meanings, analyse the underlying meaning of visual images, offer interpretive judgement, and question and evaluate** what is read from a variety of sources, including the writers' **intentions/ assumptions and soundness of the argument.**

English Language Syllabus 2010 , pg. 34

How Should Students Progress?



P1: Reading skills

P2: Identify True or False

P3: Cite evidence to support T/F

P4: Provide link between evidence and reason

P5: State reason

P6: State reason

References

- Curriculum Planning & Development Division. (2010). *English Language Syllabus 2010: Primary & secondary (Express/ Normal (academic))*. Singapore: Ministry of Education.
- Tompkins, G. .E. (2010). *Literacy for the 21st Century A Balanced Approach*. (5th ed.). United States of America: Pearson Education, Inc.
- Uarkedu. (2017). *Uarkedu*. Retrieved 8 September, 2017, from <https://tips.uark.edu/using-blooms-taxonomy/>



THANK YOU

Q & A
