

COURSE 1.1.4

UNIT – 4: LANGUAGE INTERACTION IN THE
CLASSROOM

LANGUAGE INTERACTION IN THE CLASSROOM

QUESTIONING – A question is any sentence which has a interrogative form or function. In classroom settings, teacher questions are defined as instructional clues or stimuli that convey to students that content elements to be learned and direction for what they are to do and how they are to do.

PURPOSE:

- a) To develop interest and motivate students to become actively involved in lessons.
- b) To evaluate students preparation and check on hard work or seatwork completion.
- c) To develop critical thinking skills and inquiring attitudes.
- e) To review and summarise previous lessons.
- f) To assess achievement and instructional goals and objectives.
- g) To stimulate students to pursue knowledge on their own.

TIMING OF QUESTIONS:

- a) Asking questions frequently during class discussions is positively related to learning facts.
- b) Increasing the frequency of classroom questions does not enhance the learning of more complex material.
- c) Posing questions before reading and studying material is effective for students who are older, high ability and known to be interested in the subject matter.

d) Very young children and poor readers tend to focus only on material that will help them answer questions if these are posed before the lesson is presented.

GUIDELINES FOR CLASSROOM QUESTIONING:

- a) Incorporate questioning into classroom teaching /learning practices.
- b) Ask questioning which focus on the salient elements in the lesson; avoid questioning students about extraneous matters.
- c) When teaching students factual materials, keep up a brisk instructional pace, frequently posing lower cognitive questions.
- d) With older and higher ability students, ask questions before material is read and studied.
- e) Question younger and lower ability students only after material has been read and studied.
- f) Ask a majority of higher cognitive questions when instructing younger and lower ability students.
- g) Ask a majority of lower cognitive questions when instructing younger and lower ability students. Structure these questions so that most of them will elicit correct responses.
- h) Keep wait time to about three seconds when conducting recitations involving a majority of lower cognitive questions.

TYPES OF QUESTIONS

- a) Evidence seeking questions – questions that prompt a student to furnish evidence or facts and justify his points with valid examples.
- b) Clarification seeking questions – questions that compel a student to think critically and logically in order to provide clarification of his points or his stand on any given issue.

- c) Open questions – questions to which there is a range of possible answers, or a range of possible ways of presenting the answers.
- d) Closed questions – questions framed and used to check retention or to focus thinking on a particular point. There is only one acceptable answer.
- e) Reversed polarity question – the reversed polarity question is a yes/no interrogative that is produced after a teacher characterises a portion of a student's written text as problematic.
- f) Extension question – used for exploring the issues.
- g) Alternative questions – framed primarily to lead the students to the desired response. May be used for prompting as well.
- h) Hypothetical questions – these questions construct hypothetical scenarios compelling students to think critically and ponder over various possibilities of a given topic.
- i) Cause of effect questions – formed and used in the class to encourage the students to reflect critically and logically upon cause and effect of any given phenomenon.
- j) Synthesis questions – questions that help to use old ideas to create new ones, and relate knowledge from several areas, generalize from facts.
- k) Convergent questions – questions, answers to which are usually within a finite range of accuracy.
- l) Divergent question – questions that direct the students thought to exploration of possibilities, and calls for both concrete and abstract thinking.
- m) Communicative questions – Helps to propagate a conversation for communication.

n) Evaluative questions – questions that called for answers combining various cognitive and effective levels mostly in comparative frameworks.

MULTICULTURAL CLASSROOM – some effective techniques of teaching in a multicultural classroom –

1. Collaborative learning – collaborative learning is a system in which two or more people cooperate in a learning experience to share and contribute to each members understanding of a topic and to complete a given task.

2. Cooperative learning – cooperative learning is termed as a learning ay in which the students learning in groups. In this type of learning the students interact with each other and build upon their school relationship.

3. Use of multimedia – Multimedia helps the teacher to represent the material in more meaningful way. In this type of teaching languages will not be barrier.

4. Mind mapping – A mind map is a diagram used to represent words, ideas, tasks or other items linked to and arranged around a central key words or idea.

5. Think task session – think task session imply joint or collective loud thinking on a common issue or problem. The purpose of this approach is to reflect in depth on a topic.

6. Blended learning – Blended learning describes an approach to learning where teachers use technology, usually in the form of web based instruction as a supplement to live instruction.

7. Co-curricular activity – Co-curricular activities should be planned accordingly as well.