

Asking Good Questions to Enable Student-Centered Practice

BRINGING THE WORLD TO THE CLASSROOM
AND THE CLASSROOM TO LIFE

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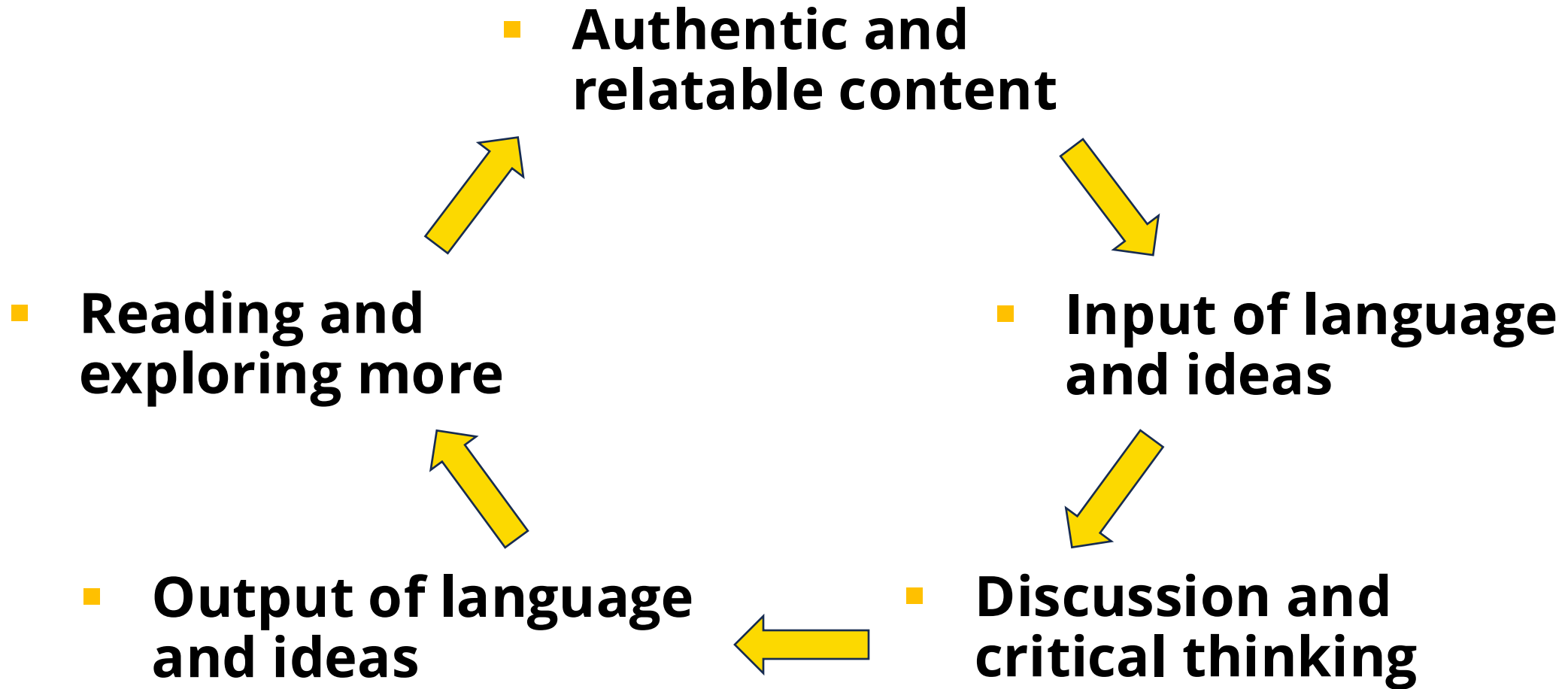


Citizen scientists replant
coral in Moorea, French
Polynesia.

In this session:

- **Engaging learners with content**
- **Asking 'good questions'**
- **Enabling more student-centered practice (especially speaking practice) in the classroom**
- **Q & A**

A 'virtuous cycle'



How do we help learners to learn?

- Can you force a student to learn?
- Sir Ken Robinson
- Educators are not factory workers
- Teachers are like gardeners or farmers...



How do we help learners to learn?

- Our best approach is to provide the right conditions for developing ... what?



How do we help learners to learn?

- Engagement
- Academic reading and writing skills
- Critical thinking skills
- What are some good conditions?



Engaging with authentic content

- We use content to engage learners
- A wide range of content and ideas
- Show the usual in an unusual way



UNIT
4

CITIZEN SCIENCE



Citizen scientists replant coral in Moorea, French Polynesia.

TEEN **DISCOVERS** A **PLANET**



Wolf Cukier,
teen scientist

1 Some people sit through meetings on the first few days of a new job, but one teen **discovered** a planet¹—on his third day at the Goddard Space Flight Center in Greenbelt, Maryland, USA. How did 17-year-old Wolf Cukier do this?

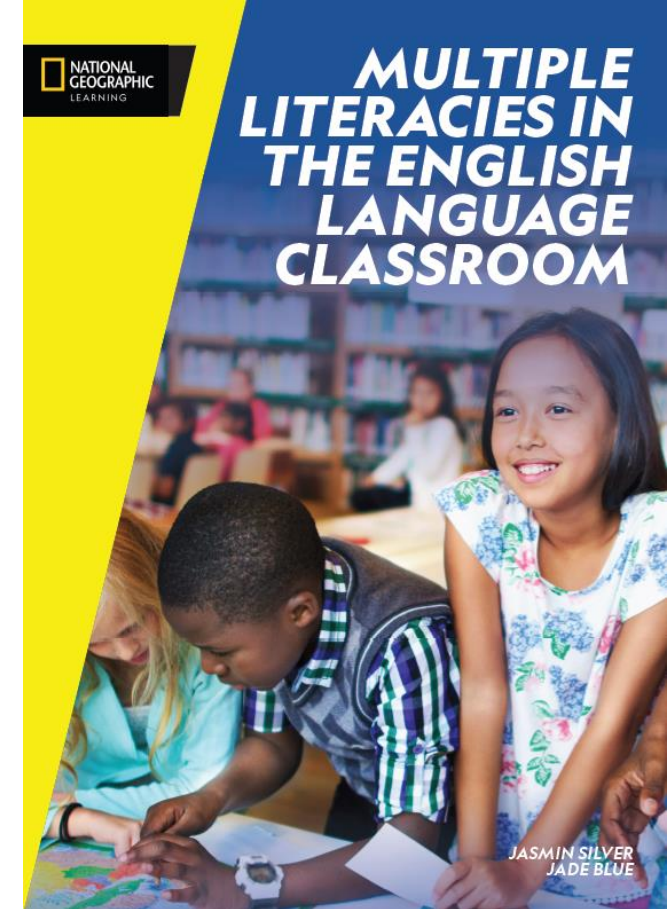
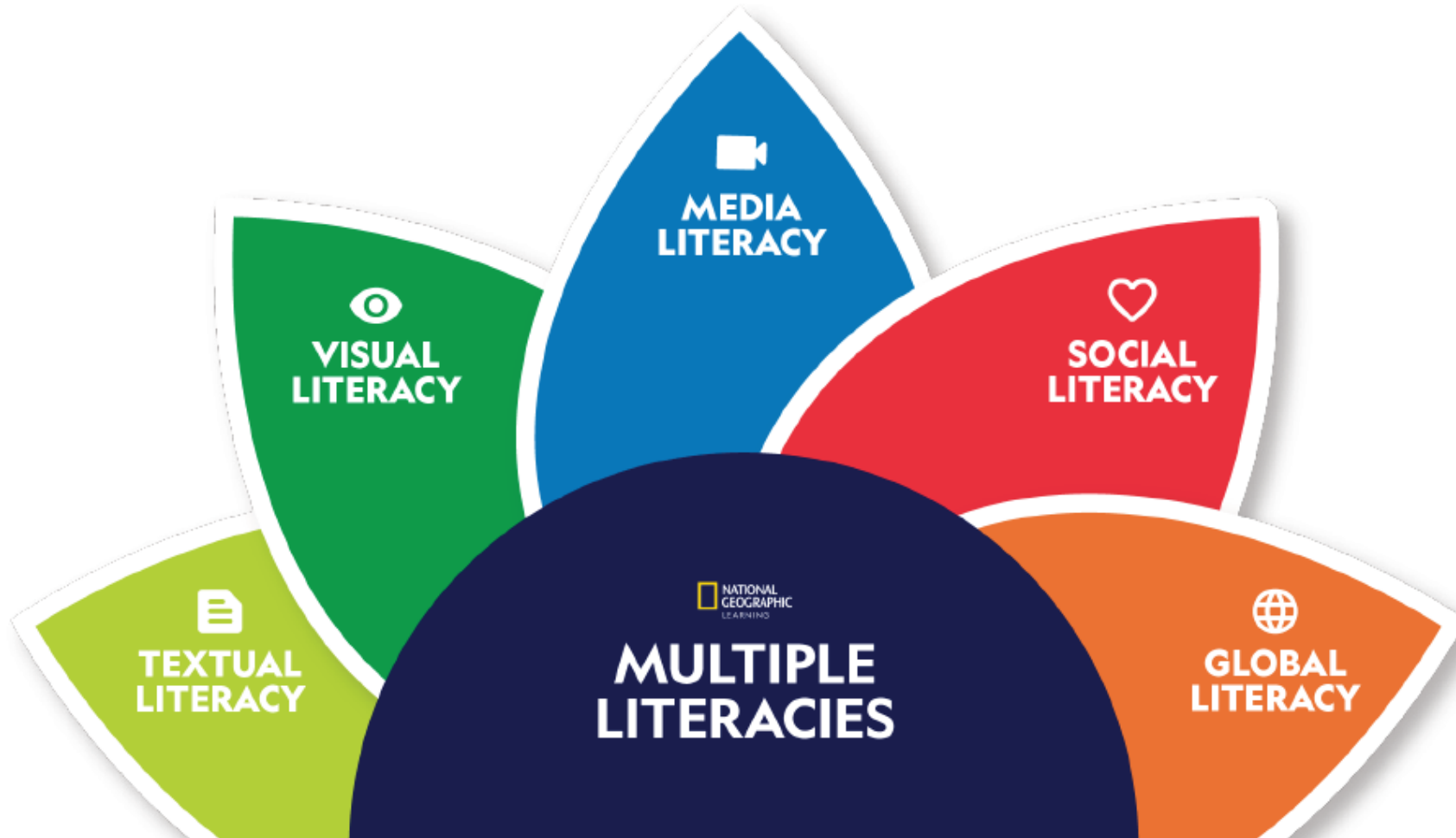
2 Before his work at Goddard, Wolf was a volunteer with Planet Hunters. Planet Hunters is a citizen science project. It hunts, or looks, for new planets. It's easy to work on this project. Volunteers complete a **brief** training online. Then they look at images of stars² from a satellite³. They look for changes in **patterns** of light. When a planet moves in front of a star, the star becomes darker. Volunteers report the changes they see. Because of this volunteer work, Wolf knew about finding planets.



ANYONE CAN BE
A SCIENTIST

Birdwatchers at the Lillian
Annette Rowe Sanctuary,
Platte River, Nebraska, USA.

| REFLECT |



Ideas & critical thinking

- **Open-ended tasks**
- **No single correct answer (if you can justify it)**
- **Discussions and sharing**
- **Good conditions for practice & learning**



UNIT

4

CITIZEN SCIENCE

Reflect R&W 2 (CEFR A2)

IN THIS UNIT

- Think about how you can get involved
- Connect ideas about citizen science
- Think about why we explore
- Take steps to reach a goal
- Write a process paragraph about a citizen science project

SKILLS

READING

Guess meaning from context

WRITING

Write about steps in a process

GRAMMAR

Simple past

CRITICAL THINKING

Weigh advantages and disadvantages

CONNECT TO THE TOPIC

1. Why do you think the men are replanting the coral?
2. What do you think you need to be a scientist?

Citizen scientists replant coral in Moorea, French Polynesia.

CONNECT TO THE TOPIC

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Reflecting on ideas and learnings

REFLECT Think about how you can get involved.

You are going to read more about citizen science. Answer the questions, and then discuss with a group.

1. What area of science interests you?
2. What skills do you have that might make you a good citizen scientist?
3. How can you learn more about citizen science projects in the area that interests you?

REFLECT Connect ideas about citizen science.

Think about the video and the article. Discuss the questions with a partner.

1. What ideas are in both the video and the article?
2. Is the research of citizen scientists as good as the work of trained scientists? Explain.
3. Citizen science helps researchers. How can it help volunteers?

Specific focus on skills

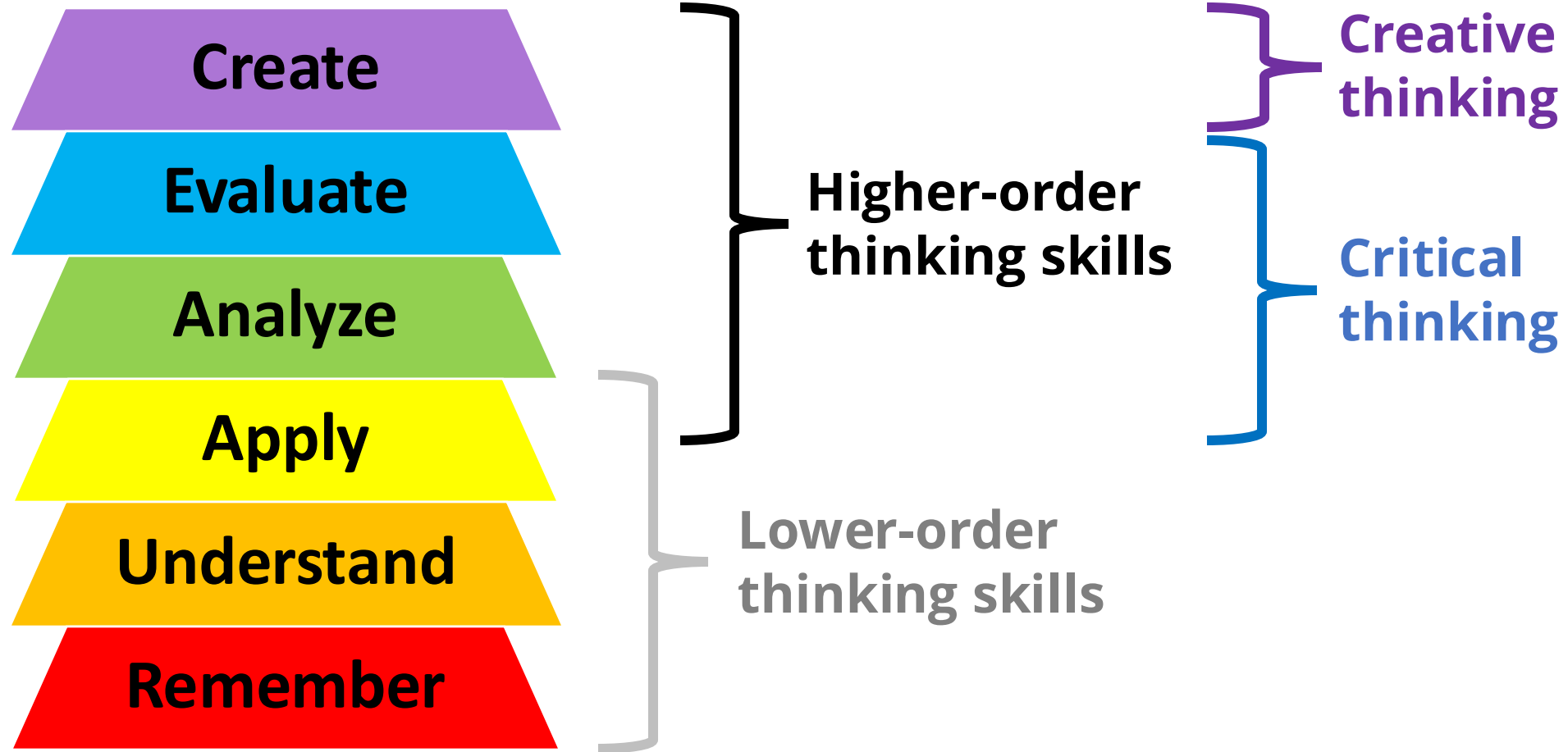
CRITICAL THINKING Weigh advantages and disadvantages

Actions often have both advantages and disadvantages. When you need to decide something, list the ways it improves your life and the ways it could hurt or be a problem. Which list is longer? Use this information to make a decision.

E APPLY Which is right for you? Work with a partner to complete the chart.

	Advantages	Disadvantages
Volunteer work		
Internships		

Blooms Taxonomy



Webb's Depth of Knowledge

DOK-1

Assessment Ceiling

RECALL AND REPRODUCE

Who?
What?
Where?
When?

DOK-2

Assessment Ceiling

APPLY KNOWLEDGE AND SKILLS / BASIC REASONING

How did it take place?
Why did it take place?
How does it operate?
Why does it operate?

DOK-3

Assessment Ceiling

STRATEGIC THINKING

How can I make use of it to solve a problem?
Why does it solve the problem?
What is the cause, effect, or, reason?
What are the intended and unexpected outcomes?

DOK-4

Assessment Ceiling

EXTENSIVE THINKING

(Thinking creatively to transfer knowledge across content areas and over time.)
What do you think, feel, or believe?
What will or could happen?
What is the relationship?
How did it influence?
What if ?

Asking good questions

42 Ways to Ask Constructed Response Questions

Lower Level ↑ ↓ Higher Level	What Is...	When is...	Where is...	Which is...	Who is...	Why is...	How is...
	What did...	When did...	Where did...	Which did...	Who did...	Why did...	How did...
	What can...	When can...	Where can...	Which can...	Who can...	Why can...	How can...
	What would...	When would...	Where would...	Which would...	Who would...	Why would...	How would...
	What will...	When will...	Where will...	Which will...	Who will...	Why will...	How will...
	What might...	When might...	Where might...	Which might...	Who might...	Why might...	How might...
Lower Level		Higher Level					

Adapted from:

“Cooperative learning and higher-level thinking: The Q-matrix”

Wiederhold, 1995

Asking good questions

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	What will...	When will...	Where will...	Which will...	Who will...	Why will...	How will...
	What might...	When might...	Where might...	Which might...	Who might...	Why might...	How might...
Lower Level		Higher Level					

Adapted from:

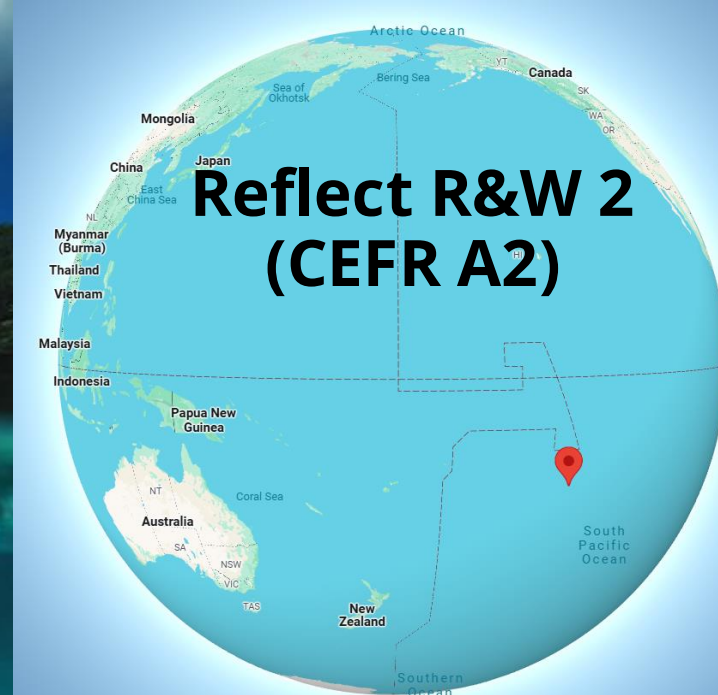
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UNIT 4 | CITIZEN SCIENCE



Citizen scientists replant coral in Moorea, French Polynesia.



Reflect R&W 2 (CEFR A2)

42 Ways to Ask Constructed Response Questions

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	What would...	When would...	Where would...	Which would...	Who would...	Why would...	How would...
	What will...	When will...	Where will...	Which will...	Who will...	Why will...	How will...
	What might...	When might...	Where might...	Which might...	Who might...	Why might...	How might...
Lower Level ← → Higher Level							

UNIT 4 | FOOD IS LIFE

Reflect R&W 1 (CEFR A1)

1. What do you see in the photo? What looks good to you?
2. Does your family eat big meals together? When?

Turkish
celebration meal

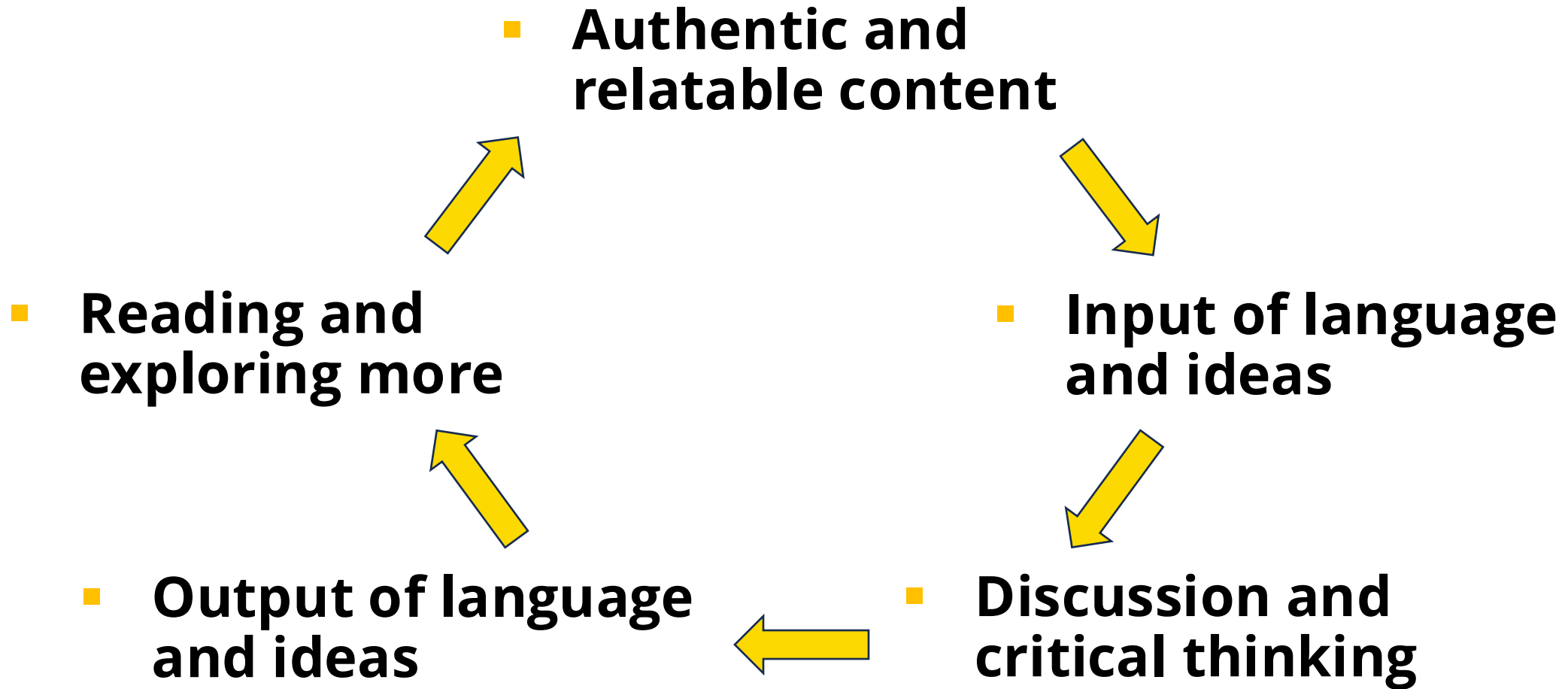
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Lower Level ↑ Higher Level	What Is...	When is...	Where is...	Which is...	Who is...	Why is...	How is...
	What did...	When did...	Where did...	Which did...	Who did...	Why did...	How did...
	What can...	When can...	Where can...	Which can...	Who can...	Why can...	How can...
	What would...	When would...	Where would...	Which would...	Who would...	Why would...	How would...
	What will...	When will...	Where will...	Which will...	Who will...	Why will...	How will...
	What might...	When might...	Where might...	Which might...	Who might...	Why might...	How might...

Lower Level

Higher Level

A 'virtuous cycle'



Output of language and ideas

- Getting students to share more (speak more)
- Create good conditions with a scaffolded process



Output of language and ideas

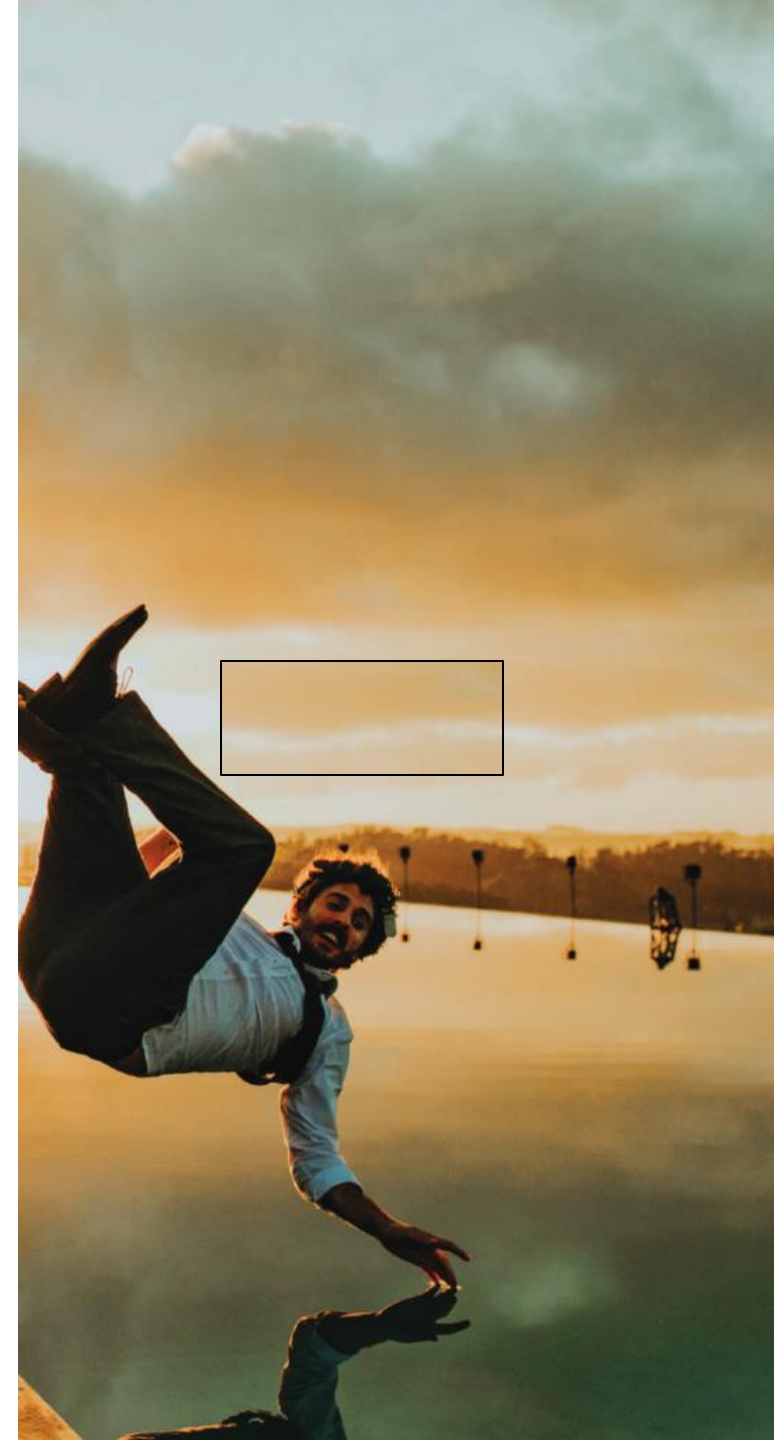
- Good conditions might include:
- Having language frames to support what I want to say
- Speaking with each other (not the teacher)

Language frames

- Q: What can you see?
- I can see _____.

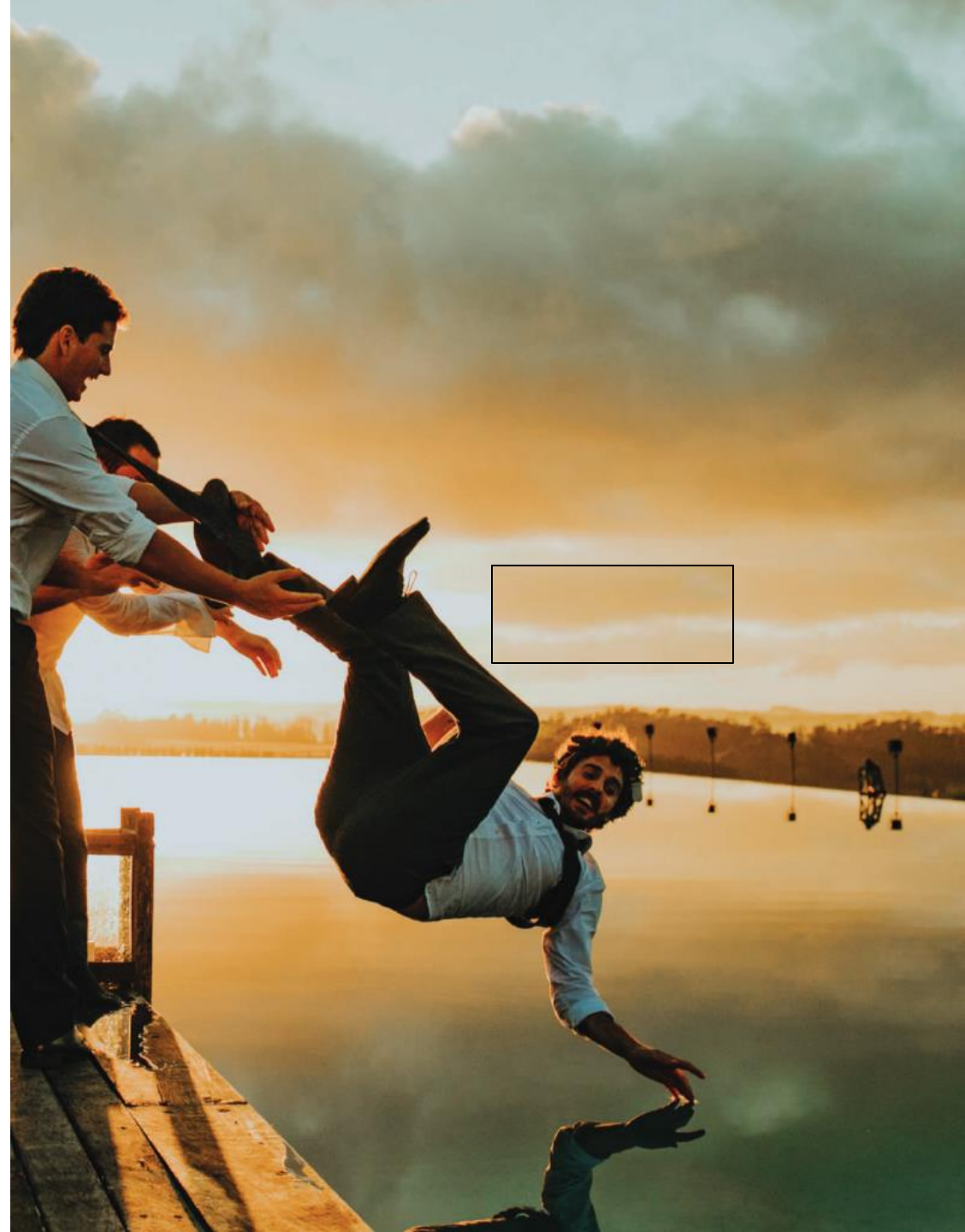
- Q: Where is the man?
- I think he's (at / in / on) _____.

- Q: What is he doing? What's happening?
- It looks like he's _____.



Language frames

- Q: What are they doing?
- It looks like they are _____.
- Q: What kind of clothes are they wearing?
- They are wearing _____.
- Q: What might be happening?
- I think that _____.



Q: What can you see that tells you they expected this to happen?

I can see _____ and so I think _____.

Q: Why might they be doing this?

I think it's because _____.



UNIT
1

SOCIAL LIFE

The brother of the bride is about to get wet at a wedding in Uruguay.

What are 'student-centered' activities?

- Students practice with students
- The teacher is 'not in control'
- There is a LOT of 1-1 practice
- Students have freedom of choice



PREPARE TO READ

A ACTIVATE List the words you know for people in your life. Then compare your list with a partner.

B VOCABULARY Complete the sentences with the correct form of the words.

(be) close (to) (v phr)	family (n)	member (n)	part of (n phr)	relationship (n)
draw (v)	life (n)	neighbor (n)	partner (n)	think about (v phr)

1. My _____ is small. I have only one sister.
2. I work or go to school for a big _____ the week. I have only one free day.
3. I _____ my words before I speak.
4. I am _____ to my brother. I tell him everything.

C PERSONALIZE Which sentences from activity B are true for you? Tell a partner.

REFLECT Discuss relationships in your life.

Complete the sentences so that they are true. Then share your answers with a partner.
Discuss the reasons for your answers.

1. I am close to _____
2. I **know** / **don't know** my neighbors.
3. The people I work with **are** / **are not** my friends.

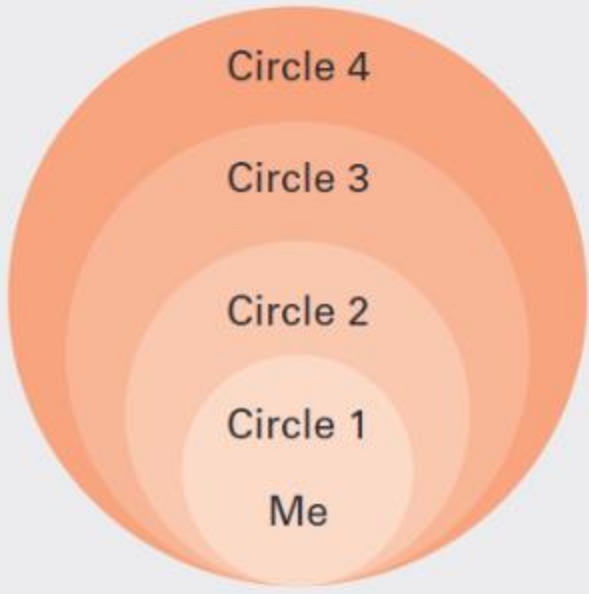
CRITICAL THINKING Categorize

We categorize things by putting them in groups. Categorizing can help us understand new information. It can help us when we study.

For example, to study vocabulary, you can think about different categories:

Nouns: *mother, father*

Verbs: *draw, write*



E APPLY Relationship circles are one way to categorize people. Here is another way. Complete the chart with people from the reading and your own ideas.

Family	Non family
parents	friends

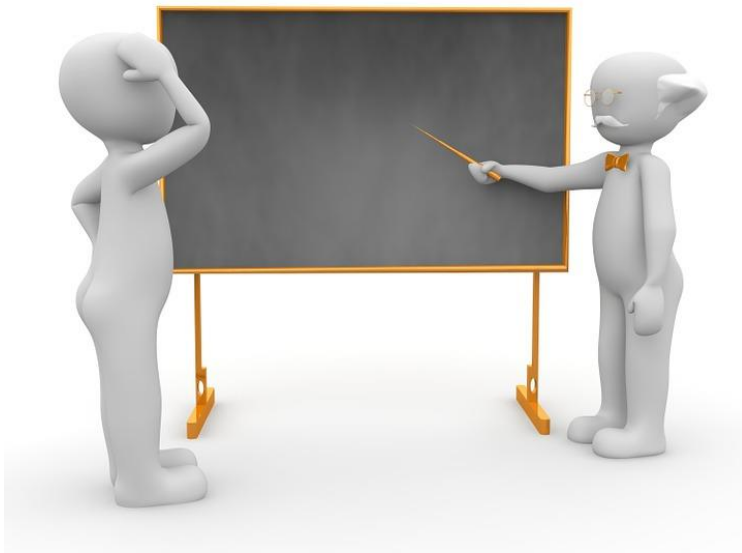
REFLECT Make your own relationship circles.

Make your own relationship circles on a separate piece of paper. Follow the instructions in the text. Then share with a partner.

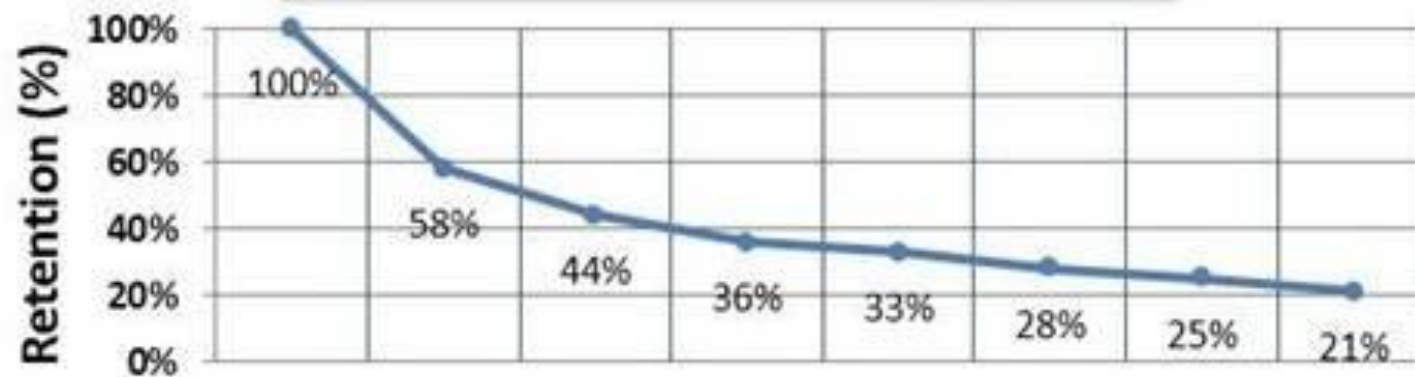


Benefits

- More opportunities to practice
- Better retention of learning



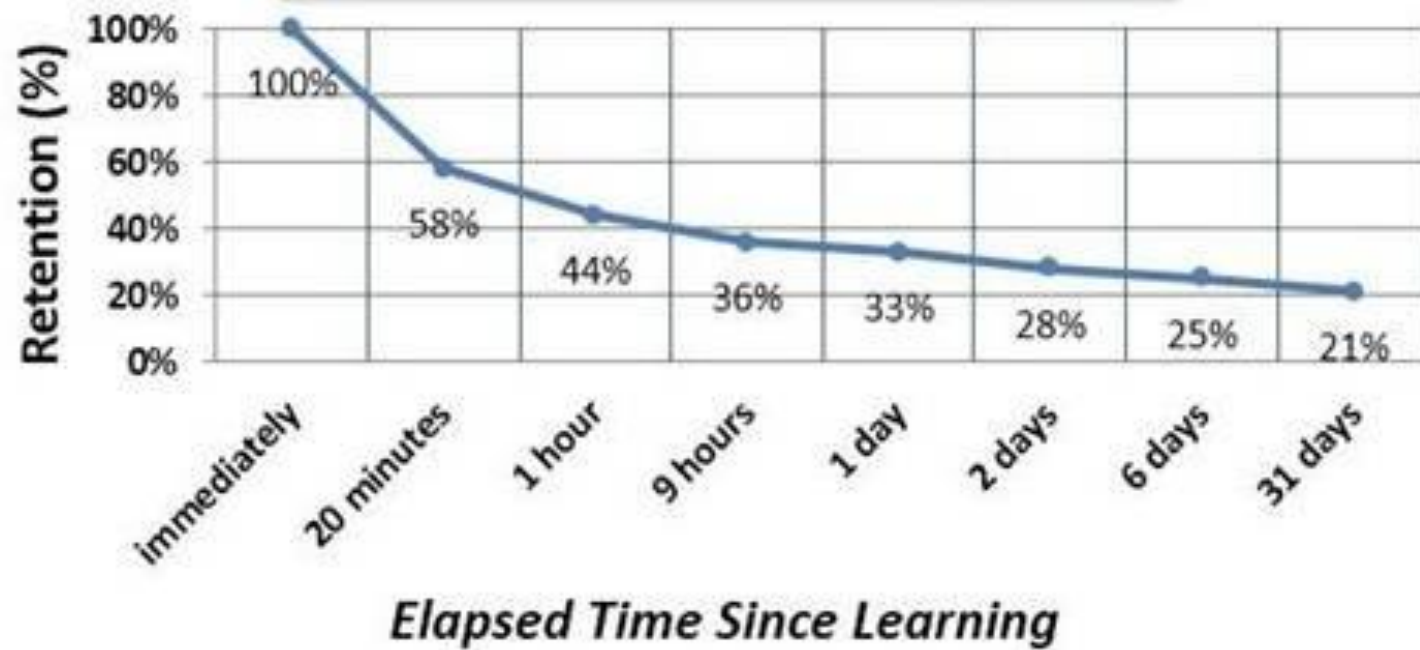
Ebbinghaus Forgetting Curve



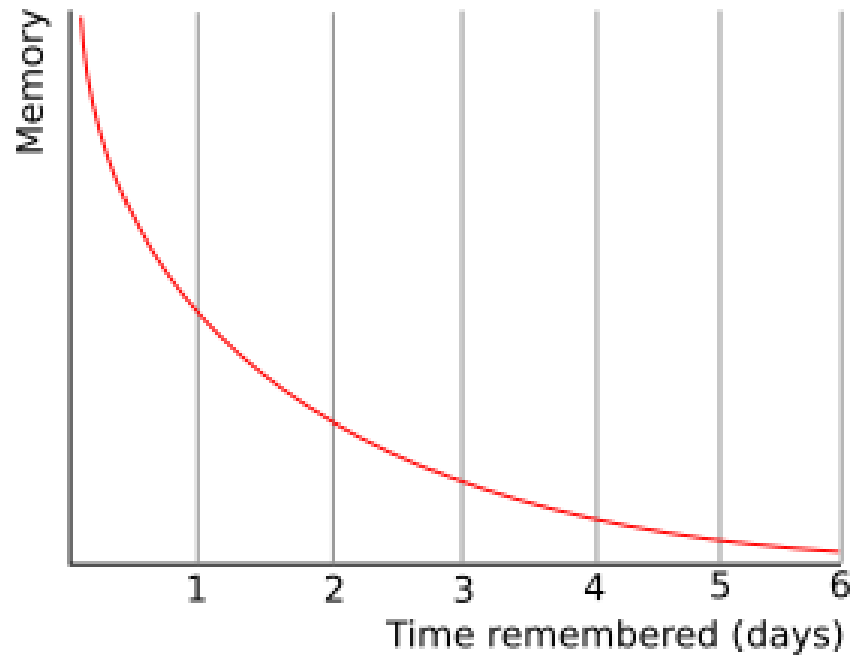
<https://securityawarenessapp.com/forgetting-curve/>

Elapsed Time Since Learning

Ebbinghaus Forgetting Curve

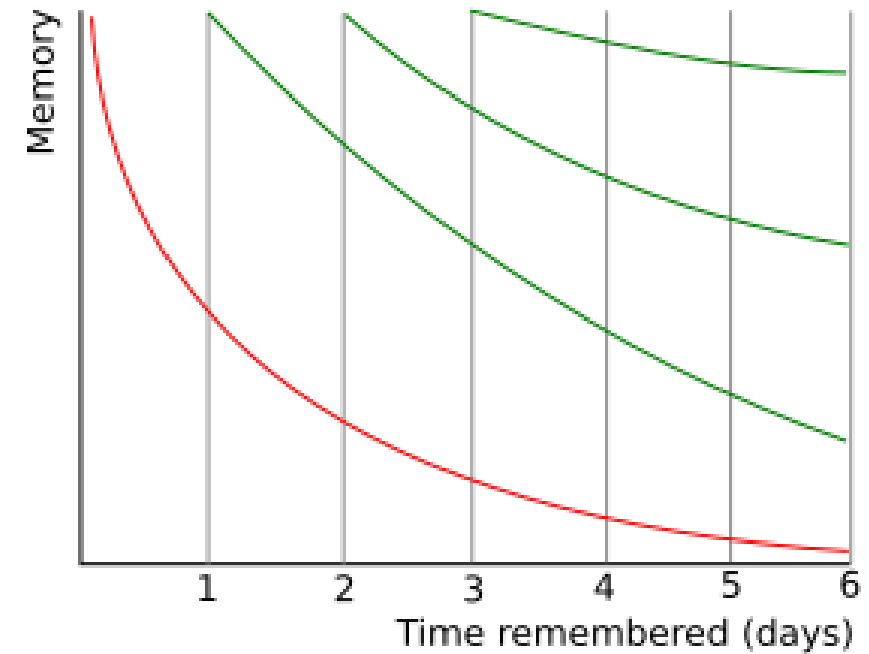
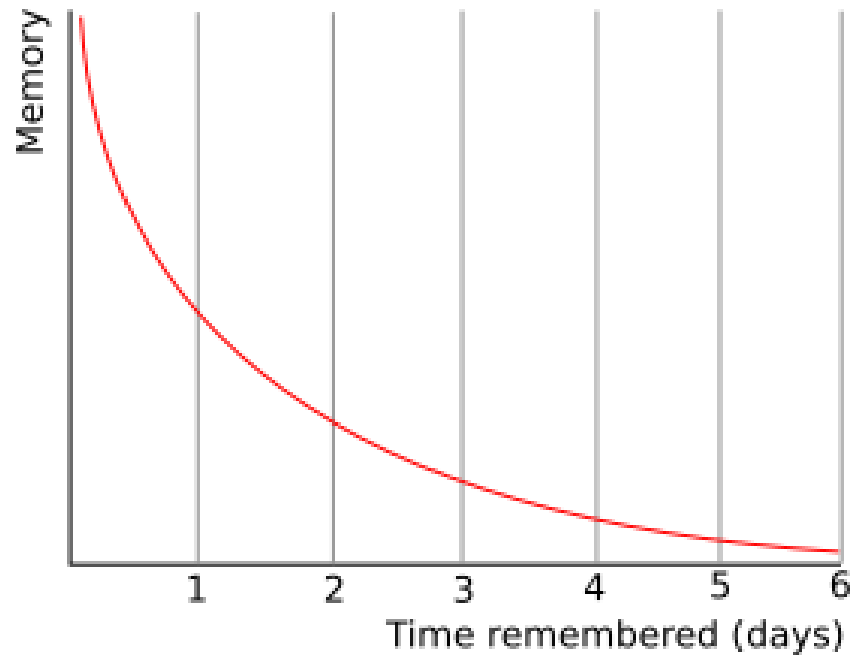


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A representation of the forgetting curve showing retained information halving after each day

https://en.wikipedia.org/wiki/Forgetting_curve



Forgetting Curve with Spaced Repetition

https://en.wikipedia.org/wiki/Forgetting_curve

Benefits

- Practice is more anonymous
- Teachers can monitor and assist



What are 'student-centered' activities?

- Students practice with students
- The teacher is 'not in control'
- There is a LOT of 1-1 practice
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PREPARE TO READ

A VOCABULARY Complete the sentences with the correct form of the words.

(be) like (v phr)

clever (adj)

important (adj)

only (adv)

special (adj)

choose (v)

feel (v)

need (v)

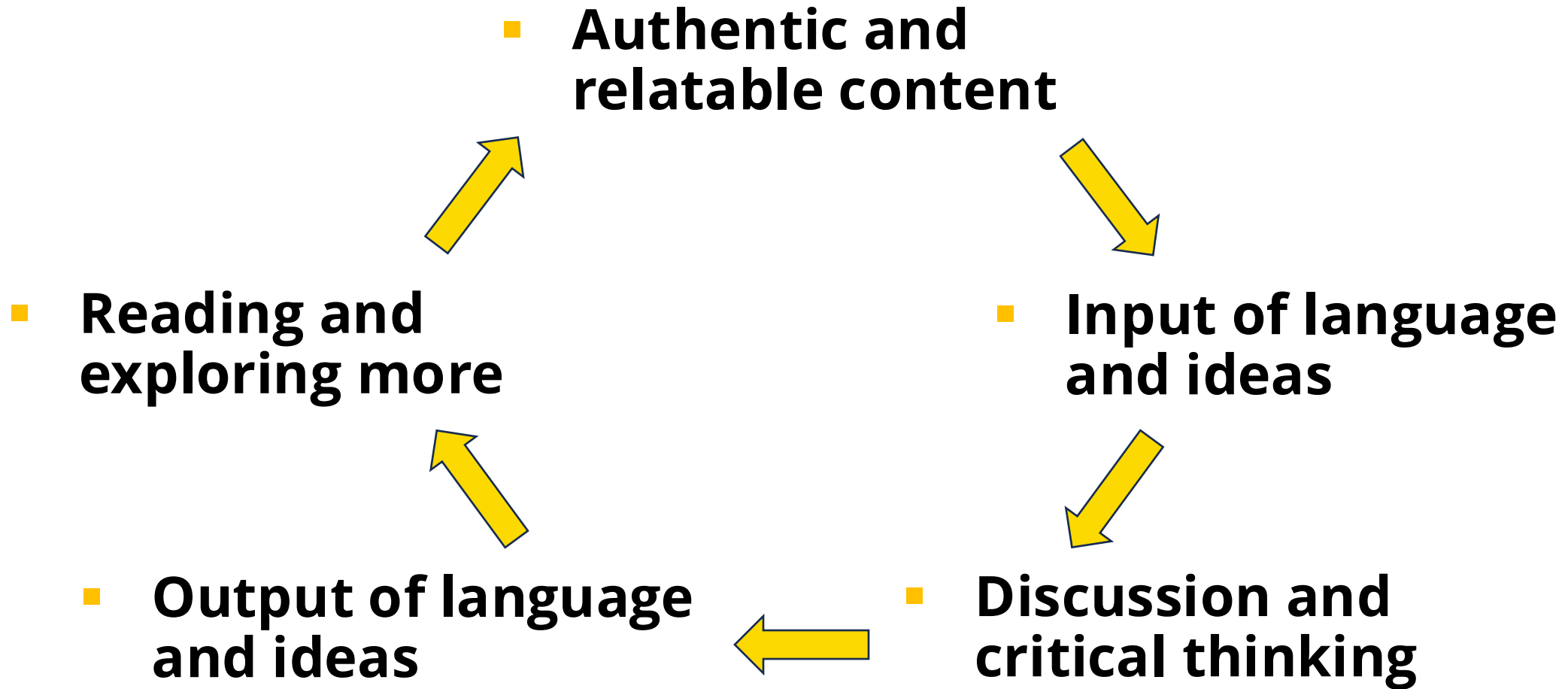
same (adj)

together (adv)

1. A best friend is a _____ friend.
2. You _____ your friends but not your family.
3. You _____ a lot of friends to be happy.
4. Friends always like the _____ things.
5. Most people are _____ their parents. They think in the same way.
6. The most _____ people in life are your family.
7. My friend Sylvia is very _____; she always does well on exams.
8. It is more fun to do things _____, not alone.
9. You can have _____ one best friend, not many.
10. Most people _____ happy when they are with their friends.

B PERSONALIZE Which sentences from activity A do you agree with? Discuss with a partner.

A 'virtuous cycle'



Q & A