

THE USE OF QUESTIONS IN TEACHER TALK

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Abstract

Teacher talk has been widely researched in the teaching literature. The present dissertation has as its main objective to analyse the use of questions by the teacher in the classroom. Questions have been classified from a cognitive perspective according to Wilson (2019) and Brown and Wragg (2002) into factual and convergent (low-level questions); divergent, evaluative and combinations (high-level questions) and procedural questions. The study is based on data from a teacher with twenty-six 3rd and 4th British Primary school children in reading and general English lessons. Results show that factual questions are more frequently used in reading lessons and convergent questions in general English lessons. More specifically this research shows that the teacher uses mainly low-order questions in the two different classes under study. High-order questions are less frequently used by the teacher as expected from the primary school level setting. The results may have some pedagogical implications for classroom teaching.

Key words: teacher talk, types of questions, cognitive complexity, primary education, L1, teaching, reading lessons, general English lessons

Resum

El discurs del mestre ha estat molt investigat en la literatura sobre l'ensenyament. El present estudi té com a objectiu principal analitzar l'ús de preguntes per part del professor a l'aula. Concretament, les preguntes es classifiquen des d'una perspectiva cognitiva segons Wilson (2019) i Brown i Wragg (2002) en preguntes de fets i convergents (preguntes de baix nivell); divergents, d'avaluació i combinacions (preguntes d'alt nivell) i preguntes de procediment. L'estudi es basa en dades d'una professora en interacció amb vint-i-sis nens i nenes de 3r i 4t de Primària d'una escola Britànica en classes de lectura i anglès general. Els resultats mostren que tot i que les preguntes de fets s'utilitzen més freqüentment en les classes de lectura i les preguntes convergents en classes d'anglès general, una explicació general es dona a partir de la complexitat cognitiva. Més concretament, la recerca mostra que el professor utilitza principalment preguntes de baix nivell cognitiu en les dues classes estudiades. Les preguntes d'alt nivell cognitiu s'utilitzen menys, fet que s'espera en l'àmbit d'Educació Primària. Els resultats tenen algunes implicacions per a les metodologies de l'ensenyament.

Paraules clau: discurs del mestre, tipus de preguntes, nivell cognitiu, Educació primària, L1, ensenyament, classes de lectura, classes generals d'anglès

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1. Introduction

The study of teacher talk has been a topic of research for decades. In particular, the analysis of the types of questions used by teachers in classrooms has aroused the interest of many researchers. In fact, teachers have always used questions in the classroom, but maybe unwarily of their purpose and role to promote language learning.

Indeed, teachers need to be aware of the importance of using questions appropriately to enhance the students' learning. Every child is different and has a different learning pace, therefore, teachers need to adapt their speech to meet the individual needs of each student. As teachers, we must be prepared to use strategies and to promote good learning.

The main objective of the present dissertation is to analyse the types of questions produced by the teacher in reading and general English lessons in a primary school setting in England. More specifically, it attempts to study which types of questions the teacher uses most frequently in reading as compared to English lessons. The sample consists of 5 audio recordings where the native English language teacher interacts twenty six 3rd and 4th grade children in a natural English setting.

Since genuine communication between students and teachers is vital to learning, as many authors have claimed in the literature, and as I have experienced in my different practical stays in primary schools, the choice of this research stems from my interest in the need to create a space in the classroom for students to participate and talk. Only if questions are formulated correctly communication is claimed to be achieved, and, therefore, learning would be fostered. Crucially, then, the topic is directly relevant to language acquisition and English teaching and its methodology.

The study is structured as follows. Section 2 presents the theoretical framework and focuses on teacher talk in general and then explores a number of ways to classify the questions. Section 3 presents the methodology used to carry out the research. The results and their discussion are dealt with in section 4 and, finally, a conclusion and the limitations of the study are presented.

2. Theoretical framework

2.1 Teacher Talk and young learners

A large number of publications have focused on teacher talk in young learners' classrooms and its form (Nunan, 1987; Thornbury, 1996; Cullen, 1998; Emmer and Stough, 2001; Brown and Wragg, 2002; Walsh, 2002; Yasar, 2008, Inceçay, 2010, among others). In particular, Cullen (1998) describes teacher talk as “a potentially valuable source of comprehensible input for the learner” (p.179). Teacher talk is concerned with the type of language that teachers use in the classroom. In other words, we may consider teacher talk everything that the teacher says in class.

In general terms, teacher talk includes teachers' speech, the type of questions they ask, the modifications they make when talking to students, and the way they react to students' mistakes, among other features. All this creates an atmosphere in the class that the teacher is responsible for and, together with his/her performance, creates classroom management. In this sense, “teacher talk is of crucial importance not only for the organization of the classroom but also for the processes of the acquisition” (Nunan, 1987 as cited in Inceçay, 2010: p 227).

Classroom management is intrinsically linked to teacher talk, as the teacher is the main responsible adult for running the class. Classroom management involves both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual students (Emmer and Stough, 2001). In the same line, Yasar (2008) claims that:

As it is suggested by many researchers, classroom management is one of the leading factors influencing learning, since it is significant in facilitating the learning process. Effective classroom management strategies are crucial to creating efficient learning environments for the learner (Yasar, 2008: 12)

A further aspect to be considered in teacher talk is the amount of time teachers spend talking in the classroom. Cullen (1998) claims that good teacher talk means not monopolizing the whole of the instructional time and giving students

space to participate and talk. Teacher talk should have as one of its main aims to foster student-teacher interaction in the classroom.

In this respect and according to some authors (Thornbury, 1996), classroom participation is at the lowest possible level since there are no real incentives to motivate students to talk and participate. In fact, it is claimed that the most real interaction takes place during breaks or after class. Most classroom conversations are IRF (initiation-response-feedback) where the teacher decides when a conversation is created and what he or she wants as a response. In a similar way, Kumaravadivelu (1993), as cited in Cullen (1998), concludes that:

In theory, a communicative classroom seeks to promote interpretation, expression and negotiation of meaning . . . [Learners] should be encouraged to ask for information, seek clarification, express an opinion, agree and/or disagree with peers and teachers . . . In reality, however, such a communicative classroom seems to be a rarity. Research studies show that even teachers who are committed to communicative language teaching can fail to create opportunities for genuine interaction in their classrooms (Kumaravadivelu, 1993:12-13 as cited in Cullen, 1998:180).

A similar conclusion is reached by Nunan (1987), as he states that genuine authentic communication between students and teachers is vital to learning. This communication, according to the author, is characterized by not having an established pattern: it is about letting flow who says what to whom and when.

Contrary to this view, Cullen (1998) believes that the classroom is usually a big formal situation with its own rules and conventions for having a conversation, therefore, conversations cannot be free, and they have to follow a pattern. He argues that in several formal situations, for example, meetings between executives, conversations tend to follow a pattern determined by their own rules and conventions and that does not mean that the conversations will be less genuine or authentic. However, similarly to the previous authors, he holds that it is important to analyse the characteristics of the discourses that are established in the classroom.

According to Walsh (2002), “teachers and learners adjust their use of language according to the task in which they are involved” (p.3). More specifically, there are activities which require more participation from the teacher than others. For example, a theoretical explanation needs to be performed by the teacher in a discourse that is comprehensible and clear. The important point is that teachers should be aware of their goals before and while the lesson is being carried out. In fact, there are situations where the choice of language by the teacher and the structures and the intonation patterns used can construct or obstruct learner participation and learning of young learners.

More recent research on interaction in the classroom argues that peer interaction should accompany teacher talk, as it allows peers to step into communicative roles that teacher-student interactions do not (Adams and Oliver, 2019). Much of the benefit of peer interactions, according to the authors, is related to how they are linked to teacher-led instruction.

The purpose of the present paper is to analyse one of the most important patterns of interaction between teacher and learner, i.e. questions. “The kind of questions teachers ask can significantly affect the quantity and quality of student interaction in the lesson” (Brock, 1986 as cited in Cullen, 1998: 180).

2.2 Questioning

One of the objectives of teacher talk is to give time and space to students to participate and talk, which can be achieved through questions by the teacher, on the assumption that the question is formulated correctly (Cullen, 1998).

“A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it” (Cotton, 2003: 1).

The use of questions by teachers in the classroom as an important feature of teacher-student interaction has been widely researched (Krathwohl, 2002; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Wilson, 2019; Blything, Hardie and Cain, 2019). In particular Brown and Wragg (2002) state that teachers use

questions in a lesson for several reasons: often they use questioning to know what the student already knows, to check and test understanding and knowledge of the students, to stimulate recall or to develop imagination and encourage them to express and share their ideas and thoughts with the rest of the students. Moreover, he puts forth there are also types of questions which aim to control classroom management, i.e. managerial questions.

Nunan (1987) argues that the choice of questions should depend on the objective of the lesson and the size of the class. He also reinforces that increasing the use of questions where the teacher does not know the answer is likely to stimulate a greater quantity of genuine classroom communication. On the other hand, many authors (Thornbury, 1996; Cullen, 1998) agree that in most conversation classrooms the teacher decides when a conversation is created. This happens with most types of questions; the teacher knows what she/he wants to ask and what she/he wants as a response. Questions where the teacher already knows the answer transform the interaction between teacher and students into little more than contextualized drills (Nunan, 1987).

As questions are an important part of teacher talk in the classroom, educators and researchers have elaborated different classifications for teacher questioning according to pedagogical purposes. The majority of the classifications are based on Bloom's et al. (1956) taxonomy and further revision (Krathwohl, 2002), as illustrated in figure 1:

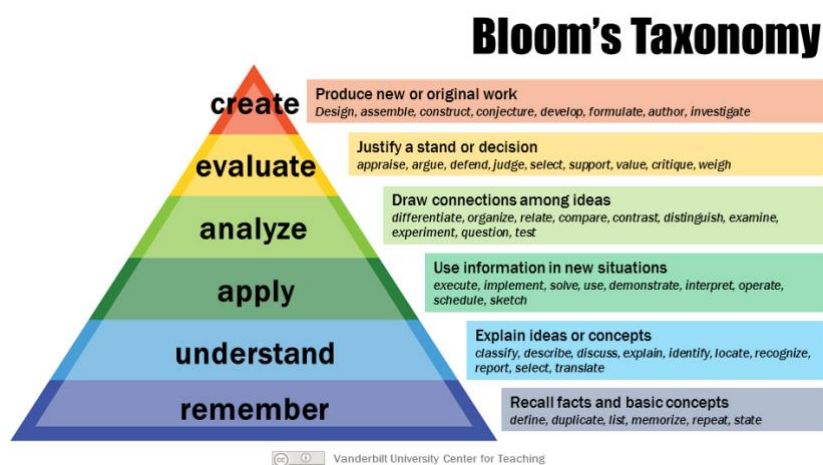


Figure 1: Krathwohl (2002) from Vanderbilt University Center for Teaching by Armstrong (2020).

Krathwohl (2002) classifies thinking according to levels of cognitive complexity. He makes a distinction between high and low order thinking skills. He distinguishes between those activities which require less level of intellectual processing and those which ask for more critical thinking and understanding. More precisely, the lowest cognitive level, as figure 1 illustrates, is *remember*, which is used to recall facts and basic concepts. It is then followed by *understand*, *apply*, *analyse* and *evaluate*. The highest level is *create*, which is the most complex skill because the students have to produce new work.

On the basis of cognitive complexity (Krathwohl, 2002), several taxonomies on teacher questioning have been put forth in the literature. First of all, the majority of authors agree that the most basic questions are those asking for facts (Cullen, 1998; Krathwohl, 2002; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Blything, Hardie and Cain, 2019, among others). Those type of questions are labelled as *factual questions* (Barnes, 1969 as cited in Qashoa, 2013; Brown and Wragg, 2002; Wilson, 2019) or *low-level questions* (Krathwohl, 2002). Factual questions are a type of questions beginning with “what” and whose answer can be right or wrong and can be found in the context. They would be equivalent to the notions *remember* and *understand* from Krathwohl’s (2002) pyramid. In other words, they constitute a type of low cognitive processing. As a way of illustration, consider example (1) below, where the teacher asks students a concrete question about a picture:

(1) *What can you see in the picture?*

Secondly, there is consensus among authors about the use by teachers of concrete questions requiring information not found in the immediate discourse. This second type of questions requires a low cognitive level to be answered, but higher than factual questions. They are labelled differently depending on the author, but the question-type is the same. They are known as *convergent questions* (Richards and Lockhart, 1996 cited in Qashoa, 2013; Wilson, 2019), *closed questions* (Barnes, 1969 cited in Qashoa, 2013), *low-level questions* (Krathwohl, 2002) or *narrow questions* (Brown and Wragg, 2002). They have one possible answer, usually short, and which can be right or wrong, yes or no. More precisely, they would be equivalent to the notions of *apply* and *analyse* by

Krathwohl (2002). Brown and Wragg (2002) point out that questions that have a correct or incorrect answer help pupils formulate and clarify the relevant concepts. The difference between factual and convergent/closed/narrow questions lies in the fact that in the first the answer is found in the immediate discourse, whereas convergent questions have the answer outside the classroom discourse. As a way of illustration, consider example (2), which constitutes a question that builds on previous knowledge:

(2) *What's the capital city of England?*

Authors refer to a third type of questions where more than one answer may be correct and which require a complex cognitive level be answered. These are labelled *divergent* (Richards and Lockhart, 1996 as cited in Qashoa, 2013; Wilson, 2019) *open questions* (Barnes, 1969 as cited in Qashoa, 2013), *high-level questions* (Krathwohl, 2002) or *broad questions* (Brown and Wragg, 2002). More specifically, they are used to stimulate creativity and critical thinking and encourage students to give their own answer and express themselves, because there is more than one possible answer. They would correspond to Krathwohl's (2002) notions of *analyse*, *evaluate* and *create*, higher up in the pyramid. This type of questions are difficult to produce because the teacher should use previous knowledge of the student to create new ideas in the learner (Brown and Wragg, 2002). Example (3) illustrates a divergent question in a context of a reading activity where the teacher asks students to guess and think about possible scenarios:

(3) *What do you predict will happen?*

Most of the taxonomies related to cognitive complexity do not present any other category or type of question, except for Wilson (2019) who includes two more question types. On the one hand, she presents *evaluative questions*, known as well *high-level questions* (Krathwohl, 2002), which as the very same word specifies, are used to evaluate. In particular, the teacher uses this type of questions to know the knowledge of students. The teacher analyses students' capacity to analyse and create interpretations, to compare and be critical.

Example (4) illustrates an evaluative question, as the teacher asks students to compare:

(4) What are the similarities and differences between two characters?

On the other hand, Wilson (2019) has a final type of question which combines all the preceding ones, i.e. *combinations* or *high-level questions* (Krathwohl, 2002), which require a sophisticated level of cognition. Example (5) illustrates a combination because the teacher can evaluate the knowledge of the student but at the same time it is a convergent question, in the sense that only one answer is possible and does not require a high-level of cognition.

(5) How do you spell "apple"?

From a different perspective, some authors (Barnes, 1969; Richards and Lockhart, 1996 as cited in Qashoa, 2013; Brown and Wragg, 2002) agree on the existence of operational questions to organise the class. In other words, those type of questions are necessary in a lesson to keep classroom operations moving and to ensure the successful development of the teaching process. They are known as *procedural* or *social questions*, as illustrated in (6) below:

(6) Are you all ready?

Research being carried out on the use of questions in the classroom (Brown and Wragg, 2002; Cotton, 2003, among others) shows that the highest percentage of questions are low level cognitive questions which focus on factual information, i.e. factual questions. As explained before, these kinds of questions are not claimed to stimulate thinking because the answer is easy to be found on the literature or previous knowledge. The less frequent types of questions are those which require a higher cognitive level to be answered and help students to develop critical thinking, analysis and creativity.

As far as the properties of these types of questions are concerned, Qashoa (2013) believes that low level, i.e. factual and convergent questions limit students' critical thinking and deep understanding of the subject matter. He thinks that low and high-level questions are useful and practical in the teaching situations since the high-level, i.e. divergent, evaluative and combinations questions are founded

on low level ones. Moreover, teachers' intentions to involve all students in the nature of the lessons might make teachers ask more low-level questions since they elicit short answers. In this sense, Cotton (2003) argues that lower cognitive questions are more effective when the teacher's purpose is to impart factual knowledge and assist students in committing this knowledge to memory.

Some authors have also studied the production of questions by the teacher in reading classrooms. In this respect, Blything, Hardie and Cain (2019) claim that asking questions in a reading context is a strategy to help students clarify and understand what they are reading. The use of low-level thinking questions is necessary in reading comprehension lessons to engage students' attention on the text. On the other hand, high-order questions encourage students to go beyond the literal or explicit meaning challenging them to develop higher level comprehension skills.

The present research analyses teachers' questions taking Wilson's (2019) and Brown and Wragg (2002) classification as basis. The reasons for applying such an analysis are: first, they include an overview of the categories about which there is consensus in the literature on teacher talk. Secondly, they subsume other labels with slight differences, but whose content and basic idea is shared. All in all, the categories are factual, convergent, divergent, evaluative, combinations and procedural.

3. Methodology

The present study has as its main objective to analyse the types of questions of teacher talk in a primary school setting in England, in particular in reading lessons and general English lessons.

The research questions this research is based on are the following:

RQ 1 - Which type of questions does the teacher use most frequently in reading lessons?

RQ 2 - Which type of questions does the teacher use most frequently in general English lessons?

RQ 3 - Is there any difference between the type of questions used by the teacher in reading lessons and general English lessons?

3.1 Context

The present research analyses teacher talk in interaction with twenty six 3rd and 4th British primary school children at *Colerne Church of England Primary school*. The research focuses on the performance of one single teacher, namely the tutor of the whole group class, who is an experienced teacher (17 years of teaching experience) and who has English as her first language. The two courses analysed are reading lessons and general English lessons.

English language lessons are scheduled every day. In particular, most of the lessons focus on writing and grammar so that students practise several skills. The material is selected by the teacher from different sources, so no book is followed. As the ages are mixed, some tasks and activities are adapted to specific levels, while other activities are the same for all students. In some occasions, children may choose activities according to their level.

On the other hand, reading lessons have a different structure. Some children have individualized plans of reading and spend ten minutes every day on reading alone with an adult that may be a teacher from the school or a volunteer from the village.

3.2 Instruments and data analysis

To conduct the present study a qualitative methodology has been followed. Reading lessons and general English lessons were recorded, amounting to a number of one hour and a half equally distributed (five sessions). During these sessions, the children were altogether performing the same task.

I transcribed all the questions produced by the teacher, providing the context and answers from students. The transcripts were then coded following the classifications by Wilson's (2019) and Brown and Wragg (2002). Those classifications were chosen as the basis of the present research, as they are the ones that include all the different types of questions from research studies (see section 2 for an overview), i.e. factual, convergent, divergent, evaluative, combinations (Wilson, 2019) and procedural (Brown and Wragg, 2002). The following table shows the codes that have been used:

TYPE OF QUESTIONS	CODIFICATION
Factual	F
Convergent	C
Divergent	D
Evaluative	E
Combinations	COMB
Procedural	P

Table 1: Codes according to Wilson and Brown and Wragg on question types.

Each question produced by the teacher was coded according to the classification presented. The following excerpts illustrate the coded question in context:

Excerpt 1: Factual [F], convergent [C] and procedural [P] questions

27:09 T - This video is actually an advert for the winter Olympics in 2014. This was an advert to get people excited. Who can tell me, for those people

who came on, what did you see in the film? [F] What you see that makes you think; wow that is winter! Jimmy what did you see? [F]

28:10 S - Trees

28:13 T - What type of trees? [C] That don't lose their leaves in the winter. A particular type of tree are they. Who can help Jimmy? [P]

28:31 S - Firs green trees

In this excerpt we can see three types of questions, factual [F], convergent [C] and procedural [P]. First of all, factual questions are those which ask for what students have seen in a video. Secondly, convergent questions seek a specific aspect of the video where only one answer is possible. Crucially, they have to search in their previous knowledge to know the name of the particular type of tree the teacher is asking for. Third, procedural questions are used to keep moving the operations of the classroom, in this case to help a student to find the answer (see Appendix II, English lesson 1 for the whole transcript).

Excerpt 2: Divergent question [D]

16:33 T - Today we are gonna be thinking about diary writing. Put your hand up if anyone ever written a diary. What feature might I see in a diary? [D]
What a diary has to have? [D]

17:33 S - Has to have own experiences written with I

In this second excerpt, we can see an example of divergent questions [D], i.e. open questions where the students have to think of an answer which has more than one possibility (see Appendix II, English lesson 2 for the whole transcript).

Excerpt 3: Evaluation [E] and convergent [C] questions

14:20 T - Why does Wednesday need a capital letter Ena? [E]

14:24 S - Cause is a proper noun

14:29 T - What else needs a capital letter on the date? [C]

14:32 S - February

In this excerpt we can distinguish between an evaluative question [E] and a convergent question [C]. The most important aspect to differentiate is that the evaluative question is asking for a reason starting the question with “why” whilst the convergent one only reinforces the student’s knowledge after knowing why they have to write using capital letters (see Appendix II, English lesson 1 for the whole transcript).

Excerpt 4: Combination question [COMB]

17:01 T - How do you spell "through" Evie-Mae? [COMB. E+C]

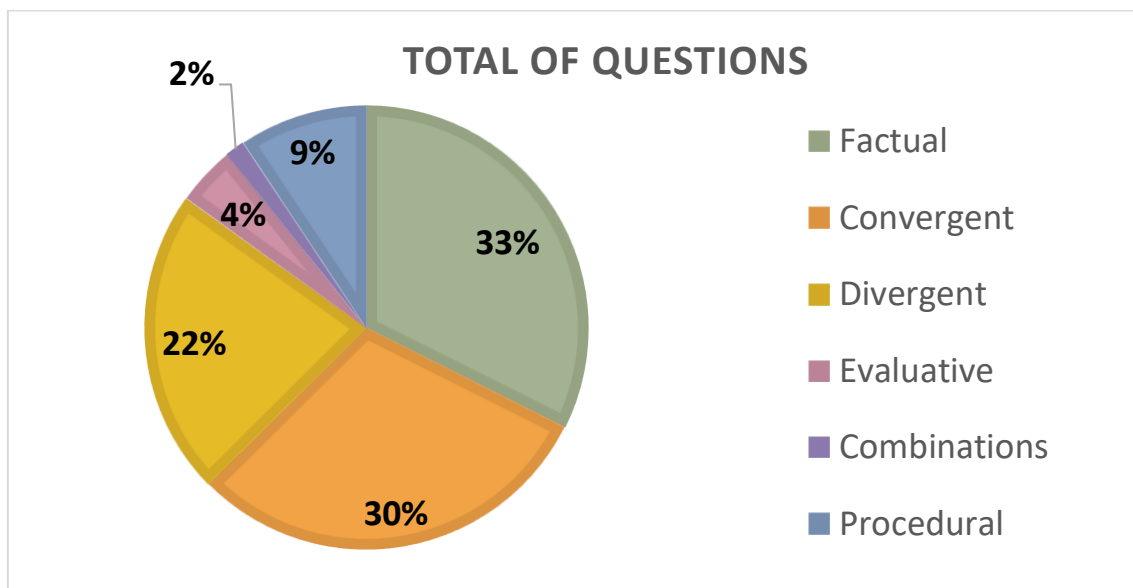
17:00 S - T-H-R-O-U-G-H

Through this question we identify a combination [COMB] made up of two types of questions: evaluation [E] and convergent [C] types, where the teacher is asking for something that the student should know and at the same time she can check whether the student knows how to write the word (see Appendix I, Reading lesson 2 for the whole transcript).

4. Results and discussion

This section presents the results obtained from the recorded data on the types of questions used by the teacher in reading lessons and general English language. A total of 137 questions were produced by the teacher in the five recorded sessions. More precisely, the teacher produced 85 questions in the reading lessons and 52 in the general English lessons. In line with Cullen (1998), the use of questions in the classroom is a characteristic of good teachers, as they give time and space to students to participate and talk. In this respect, many authors (Thornbury, 1996; Cullen, 1998) agree that in most conversation classrooms the teacher decides when a conversation is created and produces questions accordingly, as she/he knows what she/he wants to ask and what she/he wants as a response.

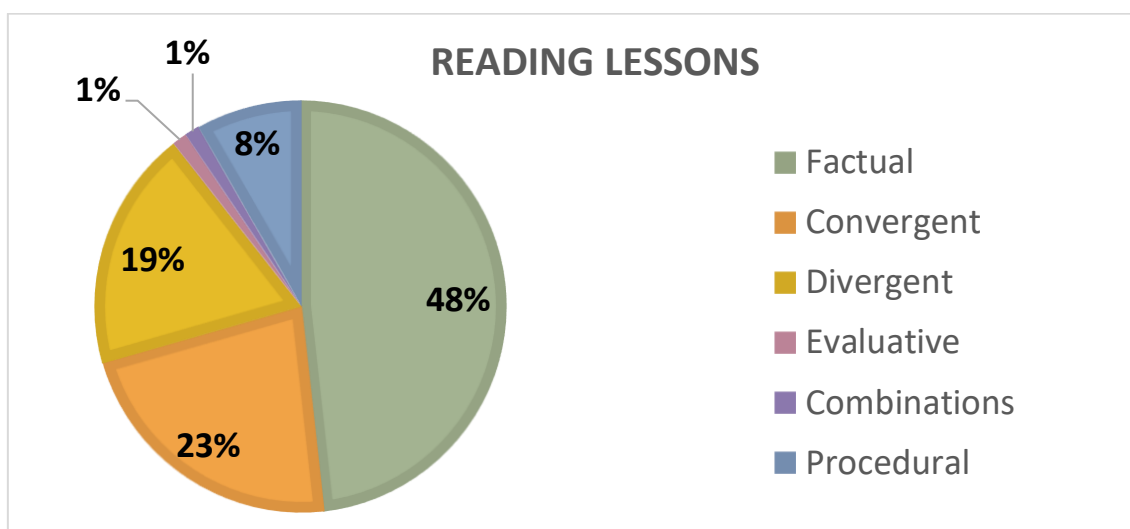
A first analysis of the results into the different types of questions produced in both, reading lessons and general English lessons, shows that 33% of the questions used by the teacher are factual questions, followed by convergent questions, which amount to 30%, and divergent questions with 22%. Next most frequent questions are procedural, with 9% of use. The types of questions less frequently produced by the teacher are evaluative and combination questions, amounting to 4% and 2% respectively. The following graph illustrates the results obtained.



Graph 1: Total of questions

These results corroborate research in the literature (Nunan, 1987; Cullen, 1998; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Blything, Hardie and Cain, 2019, among others) which claims that the most frequent types of questions used are the ones that ask for facts and do not require a high level of cognition to answer them. Following Krathwohl's taxonomy (2002) the lowest levels of the pyramid, *remember* and *understand*, are the easiest skills to acquire, i.e. questions asking for facts in our classification. In line with the published literature, the results from the present study also show convergent questions, which correspond to *apply* and *analyse* (Krathwohl, 2002), as the next more frequently used. Finally, also in accordance with other studies, the questions less frequently used by the teacher in our study are divergent questions, which correspond to *analyse*, *evaluate* and *create*, higher up in the pyramid. Therefore, we can say that the most common questions used by the teacher follow the hierarchy of cognitive complexity by which some of them should precede others.

In order to provide an answer to the first research question that this paper addresses, the results on the type of questions produced in reading lessons are going to be presented and analysed. In particular, the results show that the highest percentage of questions in reading lessons are factual (48%), followed by divergent questions, which amount to 23%, and along with convergent questions with 19%. Procedural questions are not very frequent (8%), and the same applies to evaluative and combination questions, which are scarcely used (1%). (See graph 2).



Graph 2: Percentages on reading lessons

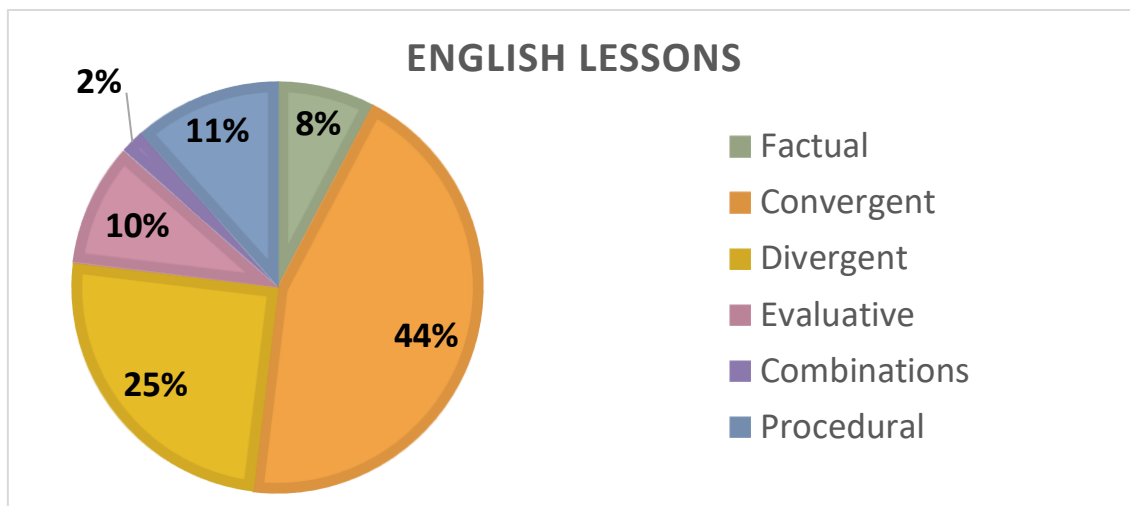
The results obtained are consistent with the published literature on the topic, as commented in the previous paragraph. In other words, the most frequent types of questions are factual, convergent, divergent, evaluative, combinations and evaluative. In this respect, factual and convergent questions, i.e. low level questions, are necessary in reading lessons to engage students' attention on the text (Blything, Hardie and Cain, 2019). Besides, comprehension questions about a reading text in which the teacher already has the answer and only asks questions so that the class can show its understanding or knowledge make the interactions little more than contextualized exercises (Nunan, 1987; Cullen, 1998).

On the other hand, divergent questions, i.e. high order questions, are the next most frequently used types of questions by the teacher. Those questions are necessary on teacher talk, because they force students to think deeper and make inferences, which requires them to go beyond the literal or explicit meaning (Blything, Hardie and Cain, 2019). These questions help students to create their own opinions and visions about reality. Developing oral skills to respond to any situation, both in real life and in class, is an essential skill in self-development.

The least frequently used questions are evaluative questions and combinations. Their low percentage in reading lessons may be interpreted as evidence that primary school lessons foster basic or low level skills appropriate to the maturation of the student, rather than more sophisticated levels of cognition.

From a different perspective, i.e. more social, procedural questions are moderately used by the teacher to keep the class moving and making sure that the points being considered are understood by learners (Cullen, 1998; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013, among others).

The second research question that this paper addresses is concerned with the distribution of questions in the general English language lessons. In this sense, the results show that convergent questions are the most widely used by the teacher with 44%, followed by divergent questions, which amount to 25%. Next, we find procedural questions with 11%, evaluative with 10%, factual with 8% and finally combinations amounting to 2% of the total. Graph 3 shows the results:



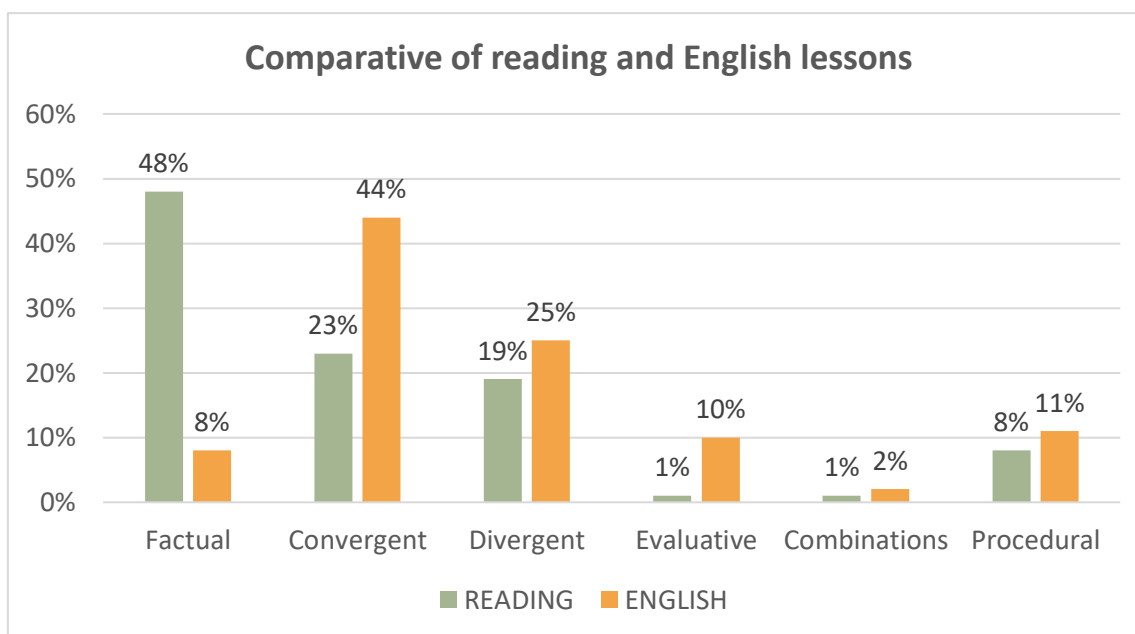
Graph 3: Percentages on English lessons

Contrary to the results obtained in the reading lessons and in the teaching literature (Cullen, 1998; Krathwohl, 2002; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Blything, Hardie and Cain, 2019, among others) the most frequent type of questions produced by the teacher in general English language lessons are convergent questions, i.e. low-level questions useful for the teacher to check understanding and knowledge of the student. Divergent questions also play an important role in English lessons, as results display. As mentioned before, they require a high level of cognition to respond and several answers are possible; for those reasons, divergent questions may lead to greater gains in understanding. In other words, the teacher uses previous knowledge of the student to create new ideas in the learner (Brown and Wragg, 2002).

Factual questions, which are ranked as the first ones in reading lessons and in the general literature on teacher talk (Cullen, 1998; Krathwohl, 2002; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Blything, Hardie and Cain, 2019, among others), show a low distribution in general English lessons. One possible explanation for this difference lies in the fact that in English lessons no book is used, so the teacher asks mainly questions that involve previous knowledge by the student, i.e. information not found in the immediate context. On the contrary, in reading lessons, which are based on a book, the teacher asks about facts that are to be found on the book. Moreover, it is expected that the questions used by the teacher vary depending on the type of lesson being taught, as each lesson has different learning objectives.

By the same token, evaluation and combination questions are hardly used in these lessons, as expected by the high order skills that they require in the context of primary school level. Finally, procedural questions are also moderately used for managerial purposes. In other words, they are important to maintain class management, so their low percentage may show the running of the class is smooth and that teachers' instructions are clear.

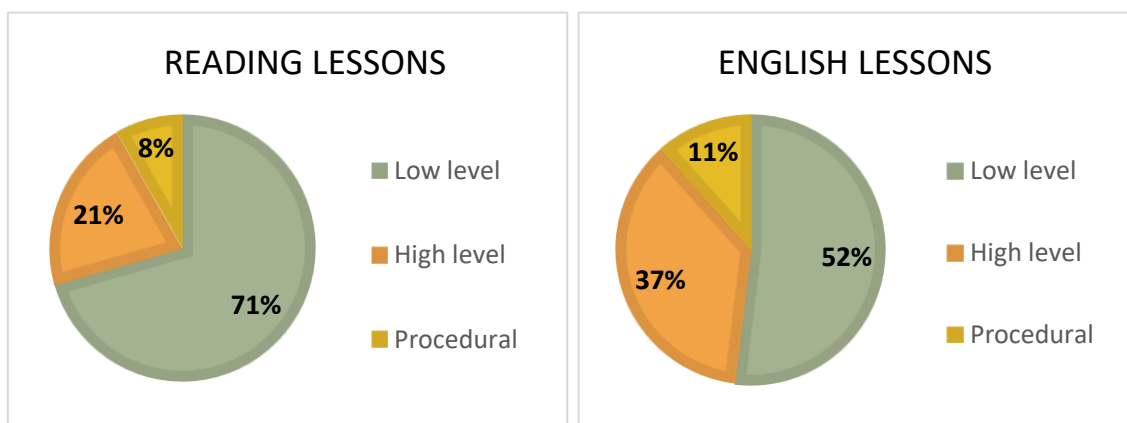
The last research question in this dissertation aims at comparing in some depth the types of questions produced in the two different lessons under study. The observed differences already commented in the previous paragraphs are summarized in the graph 4.



Graph 4: Comparison between lessons

As the graph illustrates, factual questions in reading lessons outnumber those in English lessons (48% vs 8% respectively). Conversely, convergent questions are more frequent in the English lessons (44% vs 23%); divergent questions show a similar distribution in the two contexts, i.e. 25% in general English lessons vs 19% in reading lessons. Evaluative questions are more frequently used in English lessons (1% vs 10%); the combinations are used to a similar degree (2% in English lessons vs 1% in reading lessons). Finally, procedural questions also show a similar behaviour: 11% in English contexts and 8% in reading lessons.

Although at first sight the results obtained in reading and general English language courses are different, a deeper analysis shows that a unified explanation may be found. In particular, on the assumption that the types of questions considered in this dissertation may be grouped into more general types according to Krathwohl's (2002) pyramid, namely into low order and higher order questions, the following picture emerges:



Graph 5: Levels of cognition in reading lessons

Graph 6: Levels of cognition in English lessons

As the graphs illustrate, in the two lessons, and according to the research literature (Cullen, 1998; Krathwohl, 2002; Brown and Wragg, 2002; Cotton, 2003; Qashoa, 2013; Blything, Hardie and Cain, 2019, among others) lower-order questions (factual and convergent) are more frequently used by the teacher in the contexts analysed. On the contrary, high-level questions present lower percentages of distribution. In fact, and as we pointed out before, low-order questions are the expected ones in the context of primary school level. In this sense, and as Qashoa (2013) holds, teachers tend to use low-order questions to engage and maintain students involved in the classroom. Also, most of the time the teacher tries to make participant every child; for this reason, it is expected that more than half of the questions made were low order thinking which elicit short answers. Brown and Wragg (2002) also point out that questions that have a correct or incorrect answer help pupils formulate and clarify relevant concepts.

In conclusion, the results obtained from the production of questions by the teacher in 3rd and 4th grade show low-order questions are the basic questions on which teacher talk is based. From this generalisation, a question that arises is whether there is genuine teacher-student communication in the classroom at

primary level, since most of the questions are used by the teacher to recall facts. In this sense, as Nunan (1987) claims it is vital for learning to have genuine authentic communication. Therefore, with closed, i.e. factual and convergent questions, the teacher asks for questions knowing already the answer and true communication may not be present.

5. Conclusions

The present study has focused on the use of questions as an aspect of teacher talk i.e. all the different questions produced by the teacher in class. Research on the topic has shown good teacher talk is the one that gives space and time to students to participate and talk, creating teacher-student interactions where they develop genuine authentic communication, which is vital for learning.

Literature on the topic has claimed that questions are necessary to create teacher-student conversations, yet excessive use of questions can obstruct learners' participation and learning of young learners. For this reason, the choice of questions and language should depend on the aims of the lesson as different tasks require different participation.

The main objective of this dissertation has been to analyse the types of questions produced by the teacher in a primary school context in England. Using as basis the classification by Wilson (2019) and Brown and Wragg (2002), in terms of cognitive complexity, the production of questions has been analysed into factual, convergent, divergent, evaluative, combinations and procedural questions. The first two have been further grouped into low-level questions, whereas divergent, evaluative and combinations into high-level cognitive questions.

In particular, three research questions have been put to the test. The first research question has been concerned with the type of questions that the teacher uses in reading lessons. The results have corroborated published literature on the topic. In particular, factual questions are the type of questions more frequently used by the teacher, followed by convergent and divergent questions. Combinations and evaluative questions are rarely used. Procedural questions, on the other hand, are averagely used, but are analysed differently as they are analysed from a social, managerial perspective.

The second research question, namely the type of questions most frequently used by the teacher in general English language questions, has obtained different results, as the most frequently used questions in that lesson have been convergent questions, followed by divergent questions. Factual questions, which

ranked first in reading lessons show a much lower distribution in general English courses. Evaluative, combination and procedural questions show a similar distribution.

The third and last research question has compared the distribution and use of questions in the two different courses, reading and general English. Although there is a clear difference in the sense that the most frequent type of question is not the same, an overall analysis of the results into low-order and high-order questions reveals that in the two types of courses the teacher uses low-level questions. Those results have been interpreted as evidence that the teacher is trying to establish communication student-teacher at a basic, primary context level. Therefore, high-level questions are expected to be less frequently used at the level studied. As for the observed differences between factual questions being used more frequently in reading lessons and convergent questions showing a higher distribution in general English classes, this responds to the different learning objectives and organisation of the courses. Reading courses are based on a book and the teacher asks about facts that are to be found on the book. In general English language courses, on the other hand, no book is followed and the teacher asks mainly questions that involve previous knowledge by the child.

The present dissertation has some implications for teaching methodology and the interaction of teacher-student in the classroom. On the basis of the results obtained and their interpretation, I have designed a list of recommendations on how the teacher should use questions in class at a primary school level, so as to foster teacher-student communication.



TIPS

Promote the use of questions

-
- 1** Use the resource of questioning to create communication.


 - 2** Ensure that the conversations do not become a set script in order to get the student to express himself/herself.

 - 3** Try to involve all students in the class.

 - 4** Ask questions that encourage students to develop their speech.

 - 5** Adapt the type of questions to the activity and the students.

 - 6** Give time and space to the student to participate and talk.

- 

6. Limitations

This dissertation has its limitations. First of all, once the data was collected at 3rd and 4th grades in Colerne, it did not contain useful data for my initial research topic, which was the study of how teachers use language to motivate young learners. However, analysing the data it became clear that it contained evidence for the use of questions by the teacher.

Secondly, the sample on which the generalisations of the present research are built is somehow limited, but it may serve the purpose of being initiated in the job of a researcher and obtaining some results for their interpretation.

Third, the topic on the types of questions used by teachers in the classroom has received a lot of attention in the L2 literature, but it has been difficult to find references within the L1 literature.

Finally, the recorded audio was of low quality, so it has been difficult to transcribe teacher-student interactions. For future research, more sophisticated mechanisms of data collection should be used.

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8. Appendices

Appendix I: Reading lessons

Reading lesson 1

02:22 T - What is his companion, Cara? [F]

02:26 S1 - Snobot

02:30 T - What does companion mean Lily? [F]

02:37 S2 - Friend

02:39 T - A friend. Write it down on your book. Companion means friend

03:45 T - What we said favourite was? [F] We talked about this last time. If you are are the favourite in a race what does it mean, Lily Guest? [F]

03:55 S3 - You are the best

03:55 T - Yes, you are likely to win

04:23 T - What does lumbering mean? [F] You lumber. How the polar bears move? [C]

04:32 S4 - You walk really slowly

04:33 T - Yes, slow and steady because they are big giants and huge. Ok. We got a second person, what is she called, Ava? [F]

04:56 S5 - Helga

05:20 T - How does she hear about the winter, Lydia? [F]

05:24 S6 – By watching the flight of geese and the way the spiders spun their cobwebs.

05:30 T - Fantastic. And does she got Snobot? [F] Harrison, what's she got? [F]

05:34 S7 - No, she got polar bears.

05:35 T - Polar bears attached to a...? [F]

05:48 S8 - Attached to a sledge

06:04 T - The third person in the competition is Sir Basil, he heard of the freeze from his butler. What is a butler? [F] What can you infer about somebody who has a butler? [D]

06:12 S9 - It's like a servant

06:18 T - So, what can you infer about somebody who has a servant? [D]

06:58 S10 - He is very wealthy.

[...]

07:48 T - Who got a dog here? [F] What does pedigree mean? [C] If you got a pedigree dog, what does it mean? [C]

08:01 S - They are trained

08:03 T - No, there are non-pedigree dogs that are trained. A pedigree dog is pure breed dog.

(Carry on reading)

09:50 T - What does it mean "ridiculously rich", Oscar? [F]

09:57 S1 - Really rich

09:59 T - Really, really, really, really rich, crazily rich. More than you need, ridiculous.

(Carry on reading)

10:28 T - What's a ruby, Lily? [F]

10:31 S1 - Type of gem

10:33 T - What colour is a ruby? [F]

10:34 S1 - Red

10:36 T - What colour are sapphires, Harry? [F]

10:37 S2 - Blue

10:40 T - And diamonds? [F]

10:54 S3 - Most of them are kind of white

[...]

23:01 T - Look at the picture of Sir Basil and his butler. Which one is which? [F]

23:26 S1 - The one who is sitting down is Sir Basil.

24:36 T - I will read the paragraph again and I want you to think about what you can infer about Mitzi

25:02 T – Harrison, what can you infer about her? [D]

25:04 S2 - She loves pink and she is glamorous

25:14 T - If you are glamorous what you are interested in, Theo? [D]

25:34 S3 - Bright colours

25:36 T - Maybe! What else might she like doing? [F]

25:56 S4 - Making her hair looks tidy and stylish

26:01 T - What she might wear on her face? [F]

26:04 S6 - Makeup

26:05 T - What might she wear on her fingers? [F]

26:08 S7 - Nail polish

26:10 T - So we can infer that she likes to look nice, look good, interested in fashion. Evie-Mae, last question before you stop, why are her huskies so embarrassed? [C] If dogs can't be embarrassed.

26:56 S8 - She makes them look like poodles by clipping their hair and painting them pink.

27:14 T - Do you think a huskie would want that? [D] What colour is a huskie normally? [F]

27:14 S8 - No! They are grey and white

Reading lesson 2

00:31 T - Can you read that together with me? [P]

00:34 S – (reading) “A ripple of applause spread along the fiords bright as a late arrival heading for the start line”.

00:43 T - What's a ripple of applause? [F] What does that mean Pippa? [F]
Imagine this make a pond here, look, it's a pond, really still if I drop a stone in the middle of the pond, what we will see happen on the water, Cara? [D]
You are missing. You aren't looking at me. There is a pond here right in front of me that's really still or a lake, completely flat I drop a stone into the middle, what's gonna happen to the water, Cara? [D]

01:45 S2 - It's gonna splash

01:47 T - Yes, it might gonna splash. And what happens later? [D]

01:55 S3 - It would ripple

01:56 T - You would see ripples coming out from the middle. It's everyone done that? [P] It's everyone ever seen a really still water, drop something, it makes a little splash but then you see ripples going out. So, what does it mean Theo? [C] A ripple of applause...

02:14 S3 - It means going outwards to inwards

02:19 T - But it starts off just a few people

[...]

07:07 T – What does that mean if you blush, Oscar? [F]

07:08 S1 - You turns red

07:09 T - You turns red. Why she turns red Lily Guest? [C]

07:35 S2 - She is embarrassed

07:35 T - Yes, she gets embarrassed

[...]

09:10 T - " [...]. Now Sika turn to Shen and beamed". What are you doing if you are beaming, Belle? [D]

09:15 S1 - You are proud about what you made it

09:19 T - Yes, so what is your face doing if you are beaming? [D]

09:24 S1 - You turn red

09:24 T - Not necessary red, if you beam what are you doing? [D]

09:31 S2 - You steer something

09:32 T - No, no steering...

09:33 S3 - You are smiling

09:34 T - Yes, can everyone beam for me? [P]

10:01 T - Could you carry on for me Theo? [P]

10:06 S1 - (Start reading)

10:57 T - Ok, why people think she is a man, Isaac? [F]

11:02 S2 - She has a beard

11:03 T - She has a beard, and also the other reason? [F]

11:07 S3 - And she is tall

[...]

12:00 T - What we know about Mitzi? [F]

12:01 S1 - She has a colour pink

12:01 T - She has a colour pink. What else? [F]

12:04 S2 - She likes wearing fancy clothes

12:09 T - Fancy clothes, so she has everything designed she has a very nice warm coat. Harrison, can you carry on for me? [P]

12:20 S3 - (Start reading)

13:07 T - What does the Chief Marshall do in a race? [F]

13:10 S4 - Shuttle?

13:11 T - What was that job? Are they in the race? What are they doing there? [F]

13:17 S4 - They make sure everyone is ready

13:23 T - Yes, make sure everyone is ready, so why are they up on the air now? [C]

13:30 S4 - Because they are near the start

13:37 T - Near the start but what also can they do if they are in a hot air balloon, Lydia? [D]

13:42 S5 - Look down

13:42 T - You can look down, you can see everyone at long distance. What does it mean that she "bump broken bit of her voice came bouncing back"? [D]
It's echoing! Carry on Harrison

[...]

15:51 T - Which word means "shouted"? Jacob? [E]

16:04 S - Called?

16:08 T - That means they shouted at her dogs to stop. Ok, we are going to leave it there.

[...]

17:01 T - How do you spell "through" Evie-Mae? [Comb E+C]

17:00 S - T-H-R-O-U-G-H

Reading lesson 3

01:55 T - Have you got a book in front of you? [P] Page 74, Lydia carry on

[...]

04:22 T - What's a disaster Nadine? [C]

04:23 S - A disaster is like something mess

04:32 T - Super. Carry on Lydia

05:14 T - What's antifreeze? [F]

05:23 S - It's the opposite to freeze

05:29 T - Why is Sir Basil chuckling and tossing away a can of antifreeze? [F]

05:40 S - Cause he wants to make a hole

05:49 T - Fantastic. Please carry on Lily

[...]

07:34 T - At the start of the race there were lots of problems, lots of disasters. I want you to retrieve three different disasters and write them down. What three problems run in to at the start? [F]

09:15 T - Cara, what have you written down so far? [P] Lydia is on to her third one. Joshua give me one disaster that happened at the start of the race

11:53 S1 - The bullet when into the balloon

12:00 T - Whose balloon? [F]

12:04 S1 - Chief Marshall

12:05 T - Exactly and then what happened to the balloon? [F]

12:15 S1 - It falls down

12:18 T - Ok. Give me another disaster Riley

12:23 S2 - Small avalanche

12:58 T - What the small avalanche does, Pippa? [F]

13:27 S3 - Crumpled the origami sled before it had gone ten yards

13:49 T - And the third disaster Ava? [F]

15:01 S4 - Sir Basil uses antifreeze

15:08 T - And what happened? [F]

15:12 S4 - Someone fall in the water

15:18 T - Who fall into the water, Poppy? [F]

15:23 S5 - A Russian sled

15:28 T - Right. Let's carry on, page 76

[...]

17:44 T - There use another Viper skill, P. What P stan for? Joshua, P is...? [C]

17:58 S1 - Predict

17:58 T - I would like you to predict what do you think Shen wish is going to be if you win the race and gets to the top. What do we know about Shen? [C]

18:13 S2 - He grows up on a ship

18:17 T - With who? [F]

18:19 S3 - He grows up on a ship with sixty-six pugs

18:28 T - They were on that journey. Who did he grow up with? [F] Mum and dad, brothers and sisters...

18:40 S4 - With his shipmates

18:41 T - Ok, what else do we know about him? [D]

18:43 S5 - He has a ship red

19:02 T - So, knowing what you know about Shen, which predict what he might wishable? [D] To start the sentence, you have to use I predict...

[...]

21:57 T - Can you read your sentence for me? [P]

22:19 S1 - I predict that Shen is going to get a toy boat because he grows up on a ship

22:26 T - So is gonna wish for a toy boat? [C]

22:29 S1 - Yes!

22:31 T - Do you think does it wish to go all that way and just wish for a little toy boat? [C]

22:35 S - No

[...]

25:14 T - What can you infer about Sika, about her character and her wish? [D]

25:33 S1 - She is helpful

26:09 S2 - Thoughtful and generous

26:22 S3 - She loves her grandfather

[...]

28:29 T - Ok, look at me, what is the V of VIPERS stand for? [C]

28:34 S - Vocabulary

28:34 T - I? [C]

28:34 S - Infer

28:35 T - P? [C]

28:37 S - Predict

28:37 T - E? [C]

28:35 S - Explain

28:39 T - R? [C]

28:39 S - Retrieve

28:41 T - S? [C]

28:41 S - Summarise

28:44 T - Pretty good!

Appendix II: English lessons

English lesson 1

00:01 T - We were looking at how winter is described in the Pugs book and also how winter is described at the start of this book. And also, how is described in this poem. Give me a nod if you remember that. Give me a kind of round nod if you need to remind it again. This what I'm going to do remind you about all the fantastic vocabulary that we collected from Pugs of the Frozen North to describe winter. (Start reading list of vocabulary)

02:11 T - What is "motionless" mean Evie-Mae? [C]

02:13 S1 - It means it can't move

02:31 T - What is a "rivet", Theo, you told us last time? [C]

02:33 S2 - It's basically in nails stoking a whole for to you in a place.

[...]

04:22 T - Who can remember how we call when we describe something like a person? [E]

04:42 S1 - Figurative

04:44 T - We are using figurative language but how I'm using language to describe as a person? [D] There is another word to say that

04:54 S2 - Figurative

04:58 T - The whole thing is figurative language ... got it Evie-Mae? [P]

05:08 S3 - Compaction?

05:10 T - No, not that one, good try!

05:12 S4 - Simile!

05:12 T - Simile is when you are describing something is like something out, so simile is part of figurative language.

05:30 S5 - Is it personally?

05:34 T - Close...

05:34 S6 - Personification!

05:33 T - Personification, well done Theo!

[...]

08:12 T - Silvery hue on fear trees. Why fear trees that are normally green got silver? [D]

08:38 S1 - Cause the ice

08:39 T - Cause the ice and how the ice looks like at the snow? [D]

08:41 S2 - Shiny

08:42 T - Shiny, so a hue is something shiny, a silvery shiny hue on fear trees.

[...]

09:15 T - What would you say "Yule time" was? [C]

09:16 S1 - Christmas!

09:31 T - What's slumber? [F]

09:33 S2 - Sleeping

11:58 T - What did Ena said "slumber" was Sophia? [E]

12:02 S3 - Sleep

12:07 T - "Winter is the queen of tranquillity". What is tranquillity? [C] You are having a tranquil moment, what is it? [C]

12:18 S4 – Peaceful

12:21 T - Well done Riley!

13:08 T - So that is what we did. Now if I ask; do you remember when we did this last term? [C] Can you give me a nod? [P]

13:17 (Students make a nod)

[...]

14:20 T - Why does Wednesday need a capital letter Ena? [E]

14:24 S - Cause is a proper noun

14:29 T - What else needs a capital letter on the date? [C]

14:32 S - February

[...]

22:01 T - What you think you might see in the video? [D] Very remind on we just talked about. What you think you might see, Belle? [D]

22:07 S1 - Kind of lady winter because it seems winter

22:14 T - It seems winter, not lady winter this time nothing to do with the poem it's just another idea.

22:20 S2 - Also you can see mountains and mountains

22:24 T - Yes, you've seen that already. What you only get on mountains, Lily? What you normally see in mountains environment? [D]

22:53 S3 - Snow

22:54 S4 -Ice

22:56 S5 - Rivers

23:14 S6 - Meanders in the cold icy river

23:31 T - What else you can get on the mountains that could be quite dangerous? [D]

24:04 S7 - Cliffs

24:14 S8 - Slippery ice

24:37 S9 - You could be lightening

24:39 S10 - Snow slides

24:48 T - You are right! And how we called that? [C] When the snow suddenly slides down

24:54 S10 - Avalanches!

[...]

27:09 T - This video is actually an advert for the winter Olympics in 2014. This was an advert to get people excited. Who can tell me, for those people who came on, what did you see in the film? [F] What you see that makes you think; wow that is winter! Jimmy what did you see? [F]

28:10 S1 - Trees

28:13 T - What type of trees? [C] That don't lose their leaves in the winter. A particular type of tree are they. Who can help Jimmy? [P]

28:31 S2 - Firs green trees

28:31 T - Brilliant. But then if a snowstorm comes what happens to them? [C] What happened in the film? [C]

29:00 S3 - They fall over, crashed in the ground.

[...]

33:49 T - What we called to the top of the mountain? [D]

33:51 S1 - The tip

33:55 T - A more geography word...? Isaac? [D]

33:58 S2 - Pic

34:00 T - Could be a pic definitely. What other word can we use, start with S? [C]
Summit.

[...]

42:44 T – What we are gonna do next is called the dreadful menace. Something is it a menace, what does it mean, Oscar? [C]

42:48 S - For me you are being in troubles.

43:01 T -Right. Let's see the video. Are you ready? [P]

45:35 T - The first word in the poem is “I”. Who is “I” in the poem? I will play it again and I want more than five hands up.

47:01 T - Who is “I”, Josh?

47:05 S1 - The dreadful menace

47:03 T - Yes, and who is the dreadful menace?

47:11 S2 - It's the mountain

47:16 T - Is it just the mountain?

47:17 S3 - Winter!

47:20 T – “I” is described as winter.

Comb D+E

English lesson 2

(They start reading two poems altogether)

09:04 T - "In unison", what does it mean Lily? [C]

09:08 S - All together

10:22 T - Could you with a ruler underline the line that you contributed? [P]

[...]

(The teacher presents a book)

14:45 T - I'm wondering how is connected with our Pugs of the Frozen North. It's a book you would like to read, Harry? [C]

14:48 S1 - I'm quite interested

14:49 T - Sophia, it's your type of book? [C]

14:50 S2 - Yes!

14:54 T - Who is not their type of book? [C] Put your hand up

[...]

16:33 T - We are going to be focus on diary writing and this book, we are gonna think about features of a diary just like before we wrote pugs book we have to understand sort of things we will have in a facts sheet. Today we are gonna be thinking about diary writing. Put your hand up if anyone ever written a diary. What feature might I see in a diary? [D] What a diary has to have? [D]

17:33 S1 - Has to have own experiences written with I

17:45 T - Ok, you are in the diary, I write a diary for me. A diary must have a date and time or maybe just time. Why do you think a diary needs to have a date? [D]

18:47 S2 - If you were really young when you made it when you become older you would like to know when it was.

19:11 T - Exactly. One second, are we listening over there? [P]

19:22 S3 - Looks Anna Frank book, she had to include the date cause when we look back in history they know when was written.

19:31 T - Fantastic.

[...]

21:22 T - Look at these two examples, you are gonna speak to the person beside you. Which one, Jimmy, uses the correct word to be written in the first person? [C] Using: I, my, we, our not he, she, they. For example, if we explained what Anna did during the weekend we would say: she went to Liverpool. Cause that is me writing about her, but Anna would write: I went to Liverpool. Do you see the difference? So, I'm gonna read this and you are gonna tell me which one is written in the correct first person. [...] Which one is it? [C] Talk to the person next to you and tell them why. [...] Ok, one, two, three look at me! Isaac which one is it? [C]

22:59 S1 - The top one

23:00 T - Why? [E]

23:00 S1 - Because has I instead of she

23:05 T - Fantastic. I is written in the...? [C]

23:07 S1 - First person

24:04 T - Ok. Also, we have to use the past tense. What do I mean "the past tense", Poppy? [D]

24:17 S2 - Has already happened

24:20 T - Something already happened. [...] Which one is written in the past, Harry? [C]

25:25 S3 - The top one

26:02 T – Right. Go through. Y4, you did this last year as well. Who can tell me what it means chronological order? [C]

26:24 S4 - It's when you put what happened first not like I had playtime then I had lunchtime and before lunch I had English.

26:38 T - Exactly, you explained it very well. Ok. So what do we need? [E]

27:06 S - Time and date, first person, past tense, chronological order.

27:12 T – Fantastic

[...]

31:38 T - Ok. Who feels confident to explain to the rest of the class what we have to do? [C]

31:40 S1 - So you have to use all the features to write a diary and also using link words

32:17 T - Gran applause.

(Start working individually)