

## TEACHERS' QUESTIONS

Teachers may plan for progress in a general sense in managing discussion and try to focus attention on aspects of participation in a class discussion that will help the class as a whole to do justice to the topics and questions chosen on each occasion. Such planning might look something like the example given below:

Effective transaction of lessons in the classroom entails self-questioning. The teacher must be engaged in asking certain questions to himself/herself about the way he/she transacts a lesson in the class. Some of the common questions considered for critical reflection have been discussed by Jack C. Richards & Charles Lockhart (1996). They are as follows:

- i. What am I doing in the classroom (method)?
- ii. How can I collect information about my own teaching?
- iii. Why am I doing this (reason)?
- iv. What is the result?
- v. What are my beliefs about teaching and learning and how do these beliefs influence my teaching?
- vi. Where do these beliefs come from?
- vii. How do the learners' beliefs and attitudes influence their approach to learning?
- viii. What learning styles and strategies do the learners prefer in a particular class?
- ix. What kind of planning decision do I make use of?
- x. What kind of on-the spot decision do I make while teaching?
- xi. What criteria do I use to evaluate my teaching?
- xii. What is my role as a teacher?
- xiii. How does this role contribute to my teaching style?
- xiv. How do my learners perceive my role as a teacher?
- xv. What form or structure do my lessons have?
- xvi. How do I communicate my goals to my learners?
- xvii. How effectively do I utilize opportunities within a lesson?
- xviii. What kind of interaction occurs in my classroom?
- xix. What interactional styles do my learners favour?
- xx. What kind of grouping arrangements do I use and how effective are they?
- xxi. What kind of learning activities do I employ?
- xxii. What is the purpose of these activities?

- xxiii. What patterns of language use occur when I teach?
- xxiv. How do I modify my language to facilitate teaching and learning?
- xxv. What opportunities do learners have for authentic language use in my lessons
- xxvi. Will I change anything based on the information gathered and how?
- xxvii. How can I help two children in the class to be less distracted and disruptive and to offer their ideas?
- xxviii.
- xxix. How can I encourage greater depth in discussion without staying for too long on one issue?
- xxx. How can I vary the ways we work in philosophical enquiry to avoid routinism?
- xxxi. How can I be more observant during our work?
- xxxii. How can I improve the suitability and variety of my responses to points made in discussion?
- xxxiii. Am I catering for the youngest and the oldest children in the class?
- xxxiv. Does it matter that one boy hardly ever speaks in the whole class setting?

Such questions help the teacher to remain alert to certain aspects of children's learning and to direct observation and action during each session. They will also focus the mind for reflection between sessions. At the end of a term's work the teacher may feel it is worth while making notes about each child in the group to add another dimension to monitoring. Another very useful evaluative tool is the recording and analysis of critical incidents (Tripp 1993).be plenty of room for uncertainty and possibilities. These questions for self-analysis generates a process of reflection that may be schematically represented as follows:

Method  $\longrightarrow$  Reason  $\longrightarrow$  Result  $\longrightarrow$  Justification

To achieve the desired outcomes in transacting a lesson the teacher may start a lesson by looking for stories, pictures, animations, poems or objects on the basis of their power to express ambiguity, to provoke puzzlement and to evoke a deep response. The material should prompt the kind of questions that cannot be quickly settled by observation or by reference to facts. Part of the preparation for the content of an enquiry involves considering a teacher's own response to the material he has chosen. What does he find thought-provoking about it? What questions does it elicit in his mind? What feelings does it evoke? What responses does he/she [the teacher] anticipate from the children?