**Seven Levels of Questioning to Build Student Confidence in Speaking**

Question your way through a story or some article students have read by following the levels of the *New Bloom’s Taxonomy* (indicated with green highlighting below).

Ask LOTSof questions—way more than you think they need. These levels of questions roughly correspond to the New Bloom’s Taxonomy (See a description of how the updated taxonomy meshes with Teaching with Comprehensible Input here:

<http://www.brycehedstrom.com/wp-content/uploads/2011/09/The-New-Blooms-Taxonomy-and-FL-Teaching.pdf>

We ask these questions in the TL constantly during the telling of the story. The simplest levels of questions are first. If a student does not understand a question or cannot answer quickly and confidently, drop to a simpler question level. They are hesitating because they do not understand all the words you are using well. Clarify the meaning with simpler questions and build back up to your original question.

Grammatical structure: “Has a cat”

*Positive Statement*  Class, the girl has a cat.

1. **Yes / No** Questions

*Does the girl have a cat?*

*“Yes.”*

*Does the girl have a pizza? …a book? …a car?*

*“No.”*

Bloom’s: Students show they REMEMBER details with a simple recognition response here.

1. **Either / Or** Questions

*Does she have a cat or does she have a dog?*

*“She has cat.”*

*Does she have a big cat or does she have a small cat?*

*“She has a small cat.”*

Bloom’s: Students show they UNDERSTAND differences by producing a short answer.

1. **Say it Wrong** Questions (Also known as 3-for-1 questions)

*Ok, so, the girl has a dog… “No!”*

*That’s right, class. The girl does not have a dog. She has a cat.*

Students may just say “No”. Teacher gives more comprehensible input by using the

structure 3 times—twice positively and once negatively.

Bloom’s: Students show they can ANALYZE whether the language use fits the facts in the story.

1. **Fill in the Blank**

*The girl has a \_\_\_\_\_\_\_\_\_\_.*

*“…cat!”*

Students produce a one-word answer in the target language.

1. **Who? / What? / Where? / When? / How many?** (Simple information questions)

*Who has a cat?*

*“The girl.”*

*What does she have?*

*“A cat.”*

*Where is the cat?*

*“With the girl.” “In the girl’s arms.”* Or they just point.

*How many cats does she have?*

*“One.”*

Students give short answers that are a bit more specific, depending on the question word.

1. **How? / Why?**

*Why does the girl have a cat?*

*“She likes it.” “It is her friend.”*

*How does she feel about the cat?*

*“She likes the cat.”*

Students provide motivation, description, and conjecture. There are many possibilities.

Bloom’s: Students can EVALUATE based on criteria in the story.

1. **What Now? / What is going to happen?**

*What is going to happen to the cat?*

*What will the girl do?*

*What will the bad boy do?*

Students predict or create a conclusion.

Bloom’s: Students can DESIGN a continuation of the story by using the elements to create something new.

• More sophisticated thinking and language use is required at each question level.

• Questions are asked to the whole class and also to individual students.

• We use the same story to ask questions at the level of the student:

—Same story, different levels of thinking about it.

—Different expectations for different students as we get to know their abilities.

—Students with higher levels of understanding get asked higher level questions.

• If the class does not understand the question, cannot answer adequately or cannot answer quickly and confidently, we drop back to a simpler question level to guarantee success.