

**Africa Online, English Language Education:  
Using Web Resources to Develop Classroom Content-Based Materials  
University of Oregon, American English Institute  
<http://aei.uoregon.edu/safrica/index.htm>**

**Web-based Lesson Plan from Joe Makua**

This is a planning sheet (template) to help you develop an activity for your educational setting using one or more of the web-based resources that you have evaluated recently. First, identify:

- Audience/Learners:** Nine 2<sup>nd</sup> year B. Ed. Science students
- Language Level:** Average
- Length of Lesson:** 60 minutes
- Topic/Content Area:** Classroom Questioning
- Lang. Skills Focus:** Communication Skills
- Learning Goal(s):**
- Encourage students' maximum participation in lesson by communicating in English.
  - Give students an opportunity to learn and practice their questioning skills.
  - Encourage peer review

**Materials Needed**

List any materials or equipment that are required as part of this activity:

1. Overhead Projector
2. Handouts

**Other Considerations**

Describe any special considerations or caveats that are important to think about in regard to this activity:

This activity was necessitated by my recent observations of students' practice in schools. The focus, therefore, is to assist them to move beyond poor skills in facilitating classroom questioning during their teaching the theory of questioning skills to effective classroom practice.

## Web-based Resources

List one or more web site resources and describe how you will use them.

### Web site title: Bloom's Taxonomy

Web site address: (URL) <http://faculty.washington.edu/krumme/guides/bloom.html>

I will use this web site to give my students an opportunity to explore Bloom's Theoretical Framework on Types of Questions. They will then get the opportunity to contextualise the framework to their various areas of specialization by formulating questions of their own. Although the framework is not the 'be-all and end-all' of question types it, nevertheless, serves as a good springboard.

<http://members.aol.com/MattT10574/HigherOrderLiteracy.htm> (Higher Order Thinking Strategies for the classroom)

<http://www.utc.edu/Teaching-Resource-Center/questioning.html>  
(Questioning Skills)

<http://www.exploratorium.edu/IFI/resources/workshops/artofquestioning.html>  
(Art of Questioning)

<http://oir.uiuc.edu/did/booklets/question/quest4.html>  
(Methods for Assessing Questioning Skills)

The rest of the web sites listed above are complementary in the sense that they offer much needed back up to the topic we are dealing with. The level of sophistication of these sites' contents has revolutionized my students' thinking on this subject, particularly how it needs to be handled in the classroom context. Most of them have been comfortable in asking and being asked lower order questions, such as recall, BUT THIS HAS SINCE CHANGED.

## To Do List

To prepare for class, list the steps you need to follow in order to actually have in hand a usable resource for yourself:

1. Make copies of relevant articles that will serve as handouts for my students.
2. Bookmark the web sites for future use and recommend such to my students.
3. Ask students to make brief presentations about the usefulness of what they learnt.
4. Definitely share this information with my colleagues.