

feedback to the learner. When putting this sort of theory regarding questioning into practice, Elliot (2010) suggests that the teacher needs to concentrate on all aspects of communication, including body language.

Wragg and Brown (2001) recommend that a good time to use recall questions would be during starters or plenaries of a lesson. This allows the teacher to assess knowledge, make starting points and focus pupils learning, or to discover points to work on for the next lesson. On the other hand, if these questions are given at too simple a level, it may cause the learners to become puzzled or bored, which could lead to disruption in the lesson. Dillion (1981) backs up this point as he suggests excessive questioning makes pupil's dependent and passive. He also goes on to argue that if too much questioning is used it can make pupils anxious and even stop learning taking place.

Evaluation of my own experience

After analysing the literature on questioning, and how it links to starters and plenaries in physical education, it is clear to see that there is value in the use of questioning, if done correctly. Neilson and Bowler (2010) back up this point as they suggest that effective questioning allows teachers to accurately assess the knowledge and understanding of the pupils concerning a specific topic. My experience, as a PGCE student on placement, has allowed me to gain valuable experience in a school. Through this experience I have seen how the teachers in the school use different pedagogical techniques, which includes the different methods of questioning that they use, and the different situations they use it in. Although I have seen experienced practitioners in action, I still fell for some of the common pitfalls in questioning that a lot of trainee PE teachers fall for. Wragg and Brown (2001) describe a number of these as, asking a question and answering it yourself, and not giving pupils the time to think of an answer. These were two common mistakes I made early on in my teaching during the starters and plenaries of my lessons, however, Wragg and Brown (2001) suggest a tactic that could be used to help with this is, structuring. Structuring the lesson so that it includes a brief description of the topic, a review of questions used in previous lessons or stating objectives, are three things that have been suggested can help. An example of this was during one of my

During one of my plenaries I asked a question to a pupil, who then gave me a wrong answer, which I ignored and moved on from. I didn't dwell on the situation at the time, however, afterwards my mentor mentioned it to me and I began to look into the ways in which I pitch questions to the pupils (Wragg and Brown, 2001). Correctly pitching questions is all about setting questions at the right intellectual level of the pupils I am teaching, so that they are neither confused nor belittled by the question. I found that phrasing questions during my plenaries by using words that are appropriate to the specific individual or group is a good way of ensure effective questioning is happening, which as we know from the literature allows teachers to accurately assess the knowledge and understanding of the pupils concerning a specific topic (Newton and Bowler 2010). Elliot (2010) supports this when he suggests, the teacher needs to concentrate on all aspects of communication, including how the questions are asked to the learners. Accepting these points I still felt that sometimes it is appropriate to use the correct terminology during my starters and plenaries, even if that terminology is something the pupils may not understand initially. Wragg and Brown (2001) agree with this point when they suggest pupils should not be shielded from technical expressions all the time, but knowing when to use such language is part of being an effective questioner.

During my starters and plenaries, one method of questioning which I used involves a 'hands up policy' where pupils cannot shout out answers but only give an answer when asked by the teacher. The benefits of this were that the pupils remained focused and a positive learning environment was maintained. There is no real evidence to show that this approach works, but I feel it does allow the teacher to see who at least believes they know the answers and I can then have a better knowledge of where to base my questions next time, so that most of the hands will go up, and not just some. As discussed in the literature, Dillion (1990) would support this point when he suggests that teachers can improve the teaching of their specific subject by examining the purposes and circumstances being aided by the questioning they use.

As a trainee teacher I have limited experience and sometimes I find it a challenge to overcome these pedagogical issues involved with questioning. However, the vast array of experienced teachers in school, and my school mentor has helped me with this. Through observing them and receiving feedback from them I will be able to test out different questioning techniques and decide which ones suit me best.