

P:1603386
Group 5

Word Count:
6253

excluding self
evaluation references &
appendices

**Does using different types of questions
encourage pupil engagement during story
time in Foundation Phase?**

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐	☐	☐
4. Key Transferable Skills	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
I feel I read a wide range of literature to support the writing of this assignment. I feel I show sound knowledge and understanding of the teaching strategy that has been discussed in this assignment I feel my assignment is well organized and structured		I find referencing quite difficult so this is something I need to improve for future assignments Using analytical skills in the analysis section is something I need to improve. I found I was explaining my findings and being very descriptive as opposed to analyzing key points. This assignment has helped me significantly in this area	
Student's Name	LAUREN GAZE	Date	14/04/2018
Student's Signature	L.GAZE		

Contents

Introduction	PAGE 4
Research Context	PAGE 4
Literature Review	PAGE 6
Methodology	PAGE 10
Research Methods	PAGE 12
Ethical Considerations	PAGE 16
Analysis and Discussion	PAGE 19
Conclusion and Recommendations	PAGE 26
References	PAGE 28
Appendix A	PAGE 32
Appendix B	PAGE 34
Appendix C	PAGE 35

Introduction

The aim of this research is to monitor pupil engagement during story time in Foundation Phase (FPh), taking a focus on how different types of questioning during the story might encourage this. Conducting a small-scale study on this aspect of teaching that I would like to improve on will allow me to become an enquiring practitioner.

The experience I have gained during my first Professional Teaching Experience (PTE) in the FPh resulted in the rationale for this study. I have an increasing interest in the exploration of questioning and how this is used to encourage pupil engagement through story time. This has been fuelled following the controversial discussions I engaged in during PTE regarding the use of questioning during story time. This resulted in asking that important question; should we ask questions during story time or should we be reading purposefully for enjoyment and allow children to engage naturally with the story?

Research Context

The research study was carried out in two primary educational settings.

- Both settings are located in different areas in South Wales
- School A is located in a rural area of Neath and Port Talbot
- School B is located in a suburban area on the outskirts of Swansea
- The data collection process took place in Foundation Phase; Year 1 and Year 2 classroom environment
- The research involves a range of 21-26 children

In my class, story time plays an integral part of the daily classroom routine and is used in different contexts. For example, stories can be used as a hook to introduce a topic or theme as well as used for entertainment. Whilst engaging in a discussion with a peer from university, it was evident that we both partook in similar PTE experiences with teachers using story time

for different purposes and displaying similar beliefs about how stories should be told and for what purpose. This concurs with the general and obvious consensus of the literature, that reading stories has a significant impact on a child's development in literacy (Brooks *et al* 2003, Harris 2006, Barone 2011, Tyrer & Taylor 2014). Additionally, it became clear that both my research partner and I developed comparable targets to achieve whilst on PTE regarding the use of questioning and with the developing interest in this area, together, we have combined these aspects and formed a research question to support us as enquiring teachers: *Does using different types of questions encourage pupil engagement during story time in Foundation Phase?*

Literature Review

A thematically structured review of the literature has identified key themes surrounding the relationship between levels of pupil engagement and different types of questions used during story time, which has supported the key research question of this study; *Does using different types of questions encourage pupil engagement during story time in FPh?*

Key themes: The differing question types

 Increasing engagement through questioning strategies

The differing question types

It is widely recognised that questioning plays a predominant role in a classroom with teachers asking between two and three hundred questions per day (Cooper 2010). However, literature suggests that it is the teacher's ability to custom the types of questions used to suit the needs of the learners. This ensures children develop the skills required to make assumptions and identify contradictions, show understanding and enable them to comprehend new knowledge (Wragg and Brown 2002).

Nonetheless, it is acknowledged within the literature that the majority of teachers use mainly procedural, low-level, surface questions that allow children to only recall content or relay facts, as opposed to using higher order, thought-provoking questioning (McTighe and Wiggins, 2013). These types of questions can be used to activate prior knowledge and to deepen literal understandings and are referred to in the literature as 'lower cognitive questions' (Cotton 2001). Furthermore, Cotton (2001) and Hattie (2012) suggest that the use of higher order questioning will encourage children to engage in their learning through extending the depth of their thinking.

The level of cognitive questions are identified using Bloom's Taxonomy which demonstrate questions on the differing levels of thinking, beginning with closed, direct questions and progressing to higher cognitive questions (Gershon, 2015). Higher cognitive questions require children to become evaluative and allow them to synthesise whilst giving an open-ended answer. These types of questions give the children an opportunity to mentally manipulate the evidence provided from information which enables children to think with reason and answer logically (Cotton 2001).

On the contrary, it is argued in the literature that there is no definitive research to prove that the higher the cognitive level of the question, the deeper the learning (Moyle, 2003). It is found that it was more likely for pupils to disengage when asked open-ended questions (Tofade 2013). With this in mind, a wide proportion of literature surrounding questioning suggests that lower-order questions are more valuable to primary children with research evidencing that pupil engagement levels were higher when they had to answer a question from their knowledge, as opposed to thinking deeper (Cotton 2001, Pagliaro 2011:2017 and Tofade 2013).

From a practitioners' perspective, it is argued that using a meta-cognitive and reflective approach is essential when developing questions as it enables teachers to consider what is successful in raising pupil engagement or what could be done to improve (Hattie 2012). However, it is broadly identified in the literature that teachers receive inadequate training on how to develop the use of questioning in their classroom. Where research states how teachers should use questioning to increase pupil engagement, it is evident that little training is provided on how to implement it successfully (Petty, 2004).

Increasing engagement through questioning strategies

In light of this, with pupil engagement being an equal focus of this research, literature suggests that whilst identifying different types of questions and embedding them in the

pedagogy of the classroom, how practitioners do this using suitable strategies will impact on the learning outcome.

DfE (2010) recommends that creating an interactive, collaborative learning environment will encourage engagement and support raising standards of attainment. This is reiterated in more recent literature (Carroll and McCulloch, 2014) which also corresponds with psychologist, Mercer (1996) who states that children are involved in a more active learning experience when teachers use questioning strategies to encourage pupil to pupil interaction through the use of classroom talk. Seemingly, this can limit the opportunity for disengaged children if questioning as an engagement strategy is used directly towards individual learners. Nevertheless, teachers are the driving force of implementing this strategy successfully and play a significant role in this process.

Pupil to pupil interaction otherwise known as ‘Think Pair Share’ or ‘Talk Partners’ is an Assessment for Learning strategy used to stimulate classroom talk. It is suggested that such strategies increase the level of pupil participation and therefore, minimises passive listening (Dawes, Mercer and Wegerif, 2004). It is argued by Clarke (2009) that children are more confident to relay their thoughts and opinions to their peers as opposed to the class teacher, therefore, through pupil discussions, there is a greater opportunity for learners to give more detailed, higher-order answers. It is this notion of dialogic teaching that promotes the power of talk which is supported by the Education Endowment Foundation (2017), reiterating that it stimulates thinking, builds confidence and essentially, engages children.

Underpinning this strategy, Vygotsky believed that engaging with peers is essential in collaboratively constructing new knowledge. However, the use of ‘Talk Partners’ provides no advantage to the children if both learners are in their Level of Actual Development (LAD). Research shows that this can have a negative impact on engagement levels as both learners

are equally in a position where they are unable to develop their learning (Moll, 1992). The use of 'Talk Partners' or pupil to pupil interaction is only effective when a competent learner has the opportunity to provide scaffolding to a peer who is in their LAD.

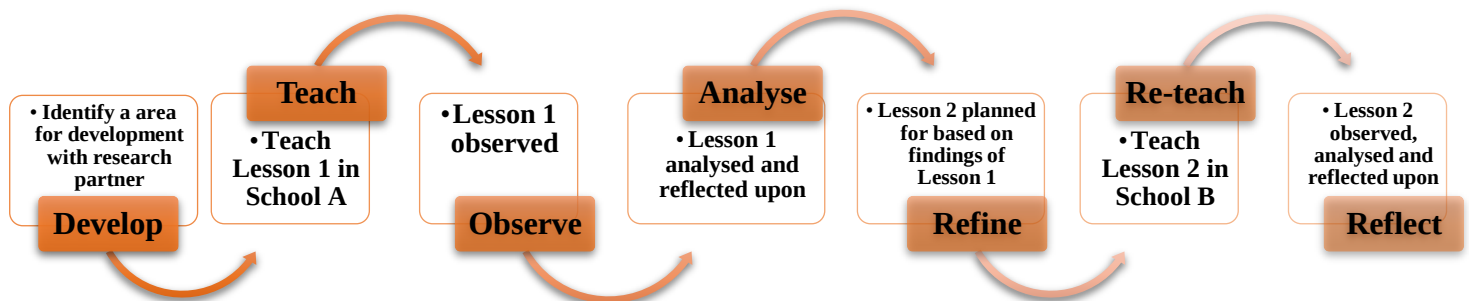
Additionally, where it is proven that pupil to pupil interaction does increase engagement levels, and the learner is key in the learning process, Walsh and Sattes (2011) argues that there are two other fundamental elements of learning that collaboratively contributes to this process; the pupil, as already highlighted, along with the teacher and the curriculum. All of which connect and form a continuous cycle, known as The Instructional Core. In this instance, the use of quality questioning is the key aspect which combines the elements together and plays an active role in increasing student engagement.

Methodology

Lesson Study (LS) research is a method of classroom-based Continuing Professional Development (CPD) and a form of classroom action research which is designed as a model for collaborative classroom professional learning (Pollard *et al*, 2014). It is a professional learning process and is used as a method to develop and refine teacher practice which supports enquiring teachers.

LS was introduced in the UK by Peter Dudley following such use through the Japanese education system. With over 40 successful years of using this action research to collaboratively improve education, it allows teachers to focus on a specific teaching technique as well considering how the pedagogy of the classroom has been created and delivered and what needs to improve to fit the needs of the learners (Dudley 2014).

The process involves working collaboratively with a research partner in an exclusive cycle;



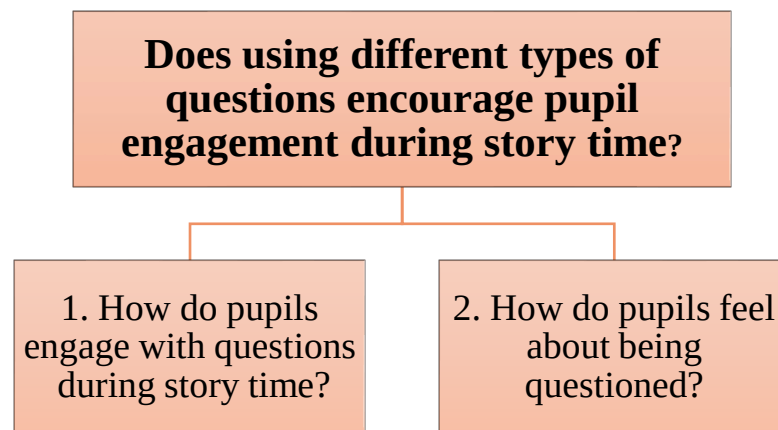
Research suggests that although the significant impact on the learning of the child is the main outcome of conducting a LS, it also provides practitioners to create and increase a professional, collaborative and respectful ethos (DfCSF 2008).

With the focus being on collaborative teaching and learning, this allows reduction of teacher isolation, where teachers can sometimes feel immovable in a mindset, with no opportunity nor desire for development. Conversely, Coe (2010) advocates that working in a professional group can be challenging, along with the contributing factor of group work being time

consuming. He also suggests that LS can have a negative impact on teacher's work load, something that is widely recognised currently, across the profession. On the other hand, teachers can strengthen their Pedagogical Content Knowledge (PCK) by having the opportunity to reflect on their current classroom strategies and having the chance to develop them (Norwich and Jones, 2014). In addition, teachers are able to develop observational skills as well as allowing the opportunity to be critical and reflective, all skills which combine a LS. While this has been noted, Coe (2010) indicates that carrying out any type of research can be a sensitive and complex area which should allow practitioners to develop skills such as team work and the ability to develop trust.

Research Methods

The purpose of this study is to explore the impact the use of different questioning types during story time has on the levels of pupil engagement. Whilst exploring the key research question for this study, it has generated sub-research questions that would also be supportive to this research;



These sub-questions have been considered using a variety of data collection methods such as observations and semi-structured interviews. The reflection process will also contribute to the findings, all of which are most common sources of data collection used in qualitative research. The purpose of qualitative data is used to gain 'primarily exploratory research' which enables the researcher to gain a depth in understanding of the aspect in which they are researching (Yin, 2005), as aspect which is identified throughout this section of the assignment.

Observations

Johnson and Christenson (2008:211) define observations as a process in which the observer can obtain information by, "watching behavioural patterns of people in certain situations". When researching data collection techniques through observation, it became apparent that conducting a structured observation would be best suited as opposed to carrying out an unstructured observation. A structured observation, otherwise known as a 'non-participant' observation allows the researcher to passively observe the situation and should refrain from participating in the observed lesson therefore not stimulated the engagement or learning in anyway as opposed to adopting an active, central role in the observation process (Kumar 2011, Punch 2009).

For the purpose of this research:-

- An observation is used to determine how different questioning types encourage engagement between children aged four - six. The children are observed engaging in a conversation with their 'talk partners' and their levels of engagement are measured using a refined observation schedule. Although I am aware that observations are a common form of collecting qualitative data, therefore subjective in nature, a refined observation schedule has been created to ensure the collection of non-subjective data. To limit observer bias and to identify the restriction of flexibility that structured observations maintain, my research partner and I engaged in a discussion that allowed us to come to a shared understanding of the definitions which determine the levels of engagement of a child during the lesson. This will ensure consistency between the two observations along with identifying the restriction of flexibility. The observation schedule uses aspects of Leuven's Scale of Involvement and Schlechty's 5 Levels of Engagement. A combination of the two seemed most suitable for this study, as both contain elements that will aid the collection of the data to show the levels of pupil engagement with relation to the types of questions asked.

Kumar (2011) highlights further limitations that can be presented during research involving young children. He suggests that if an individual is aware that they are being observed, they might not give a true representation of their behaviour. For instance, due to young children taking primary focus in this research, it is possible that the observer be a distraction, and ultimately causing a Hawthorne effect on the findings of the research, meaning validity could be affected and generally providing a negative influence on the research as a whole (Wilson, 2012).

Semi-structured Interview

Interviewing is a general method used in the data collection process and is suggested to be the foremost approach to collect data in qualitative research (Bell, 2006). It is a recommended method of data collection used to support a LS (Dudley, 2014). They are conducted to gain required information, usually guided with a focus, direct from the participant.

Organising a semi-structured interview seemed the most appropriate form of research method used for data collection purposes. Due to the nature of the study, involving participants as young as four, it is possible that modification may be necessary during the

interview process. Researchers must be adaptable to suit the needs of such young learners, to ensure the best possible outcomes to aid the research are received. Although the questions that will be asked during the focus group interview will be pre-determined, there is a possibility the participants can discuss freely without being restricted, which again, hopes to provide sufficient data. This is opposed to the use of structured interviews, where the pre-determined questions are the only questions that should be asked, allowing little freedom or flexibility which I feel are significant elements when engaging in an interview with young children.

There are challenges that supplement the benefits of conducting interviews. A good interview can only be conducted with a good interviewer. This corresponds with the suggestions of Kumar (2011) who feels that the quality and reliability of the data that will be received through the interview process is dependent on the positive interaction between the interviewer and the interviewee. In this case, the interviewer requires friendly and approachable attributes in order to ensure the young children feel safe and comfortable in their presence. If these are not qualities the interviewer possesses, then it is likely that the collection of data will be unserviceable.

For the purpose of this research:-

- By leading a focus group and conducting a semi-structured interview with the participating children, the research will gain an aspect of pupil voice, which is a central feature of a LS (Flutter, 2007). To become an enquiring teacher and developing teaching abilities, using pupil voice strategies will gain perceptions of pupils on the use of questioning during story time. This will aid the findings guided by the sub-research question; *how do pupils feel about being questioned during story time?* This corresponds with research carried out in schools in the United Kingdom by Professor Jean Rudduck, who noticed that there was a clear positive impact on teacher and school development when pupil voice is used to aid teachers during the refining process of the lesson study (Flutter, 2007).

According to the literature, a purposeful sampling method or similarly recognised as a judgement sample by Marshall (1996) was required for this research. Marshall (1996) suggests that this is the most frequent technique when sampling and portrays purposeful sampling where the participants are ‘actively selected’ as they are deemed to provide more valid qualitative data. In this case, a purposeful sample was selected in School A following a discussion between the researcher and the class teacher. However, due to circumstances beyond the control of the research, a random sample was selected in School B. This will be discussed further in the analysis.

Reflections

A key aspect of a lesson study is the reflection process in which the researchers engage in. It is here where we can reflect on the lesson and determine ways in which it can be improved (Hanson 2012). The reflection process will allow us to reflect on our own teaching, individually as well as reflecting collaboratively during the refining process. This is also in alignment of Kolb’s Learning Cycle (1984). He argues that we learn from our own learning experiences, connecting with the ‘learner at the heart of the learning’ approach adopted from the likes of Piaget and Dewey, therefore suggesting the reflection process is a vital element of learning. It relates to the LS process where we engage in a cycle of planning, experiencing, reflecting and conceptualising. This continued cycle supports enquiring practitioners. The reflections were captured using the Assisted Reflective Conclusions (ARC) model, (Appendix B), a document that is heavily used during the teacher training process. Using a tailored version of the ARC model enables us to not only obtain useful information directly after the research process but to engage in reflective practice which works in collaboration with the refining process with the lesson study research design (Grigg, 2014).

Ethical Consideration

The key aspect which control any research carried out in educational settings are ethics (Johnson and Christenson 2008). Before any research was carried out, core ethical guidance documents such as British Educational Research Association (BERA, 2011), University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice (UWTSD, 2017) and the Education Workforce Council Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (EWC, 2017) along with the participating schools safe guarding and wellbeing policies were sourced and comprehended to support myself as the principle researcher throughout this research project. Primarily, the British Educational Research Association (BERA) guidelines were closely followed and adhered to and my application of ethics shows recognition of this.

Guideline 9

- During the research, no discrimination of any type took place regarding age, gender or disability.
- Individuals should be treated fairly, sensitively, with dignity and within an ethic of respect" (BERA 2011:5)

Guideline 15

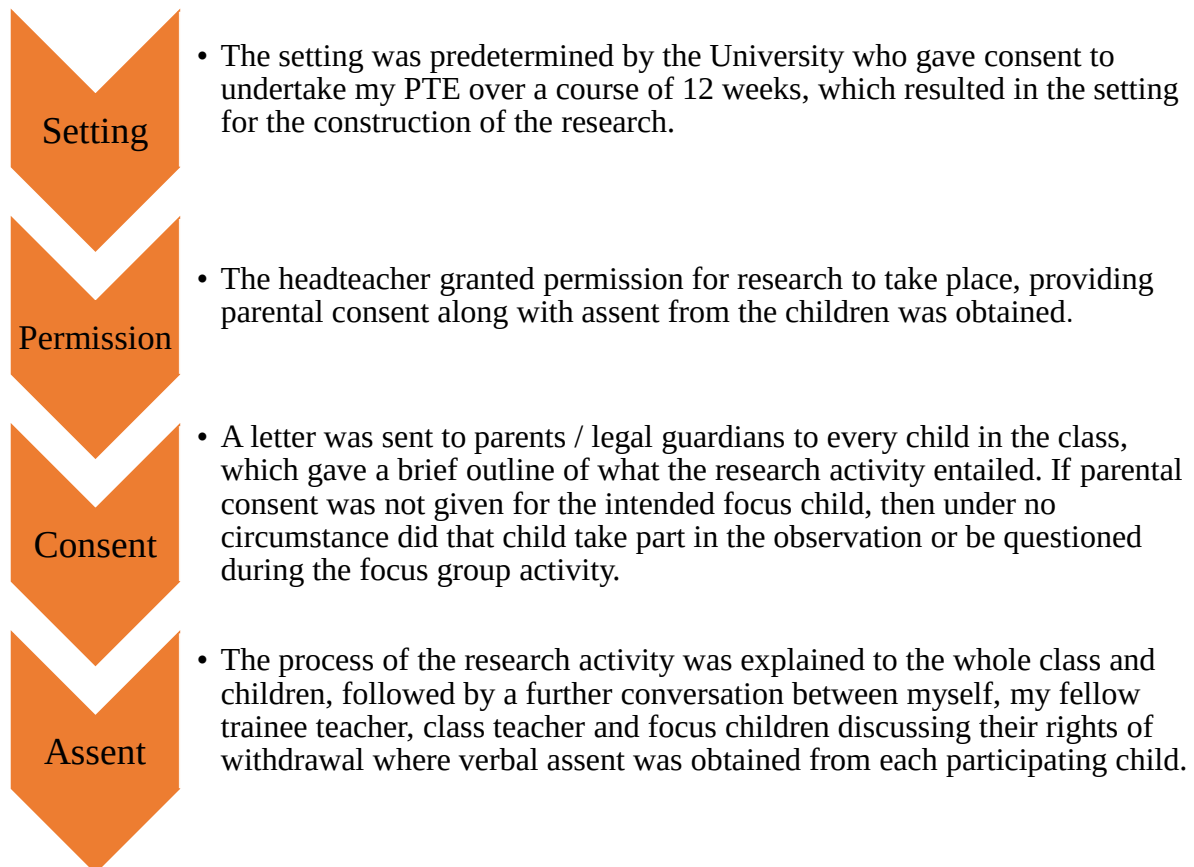
- Prior to any research taking place, the right of withdrawl was explained, ensuring all participants were aware that they had the right to withdraw for any or no reason at all. This was witnessed by the class teacher who has given her signiture to confirm that this took place. Additionally, it was evident that along with ensuring awareness that participation from any child was not compulsory, it was made clear that no incentive would be offered that might be misconstrued as pressure to take part and conversely, there was understanding that there would be no consequence if any child chose not to participate.

Guideline 28

- Ensuring confidentiality and anonymity of all participants will be imperative when undertaking any research.
- In this instance, all pupils, staff and the name of the school are unidentifiable in any documents which support this research. This was made sure by including no names on any of the data collected. In addition, to further protect the participants, information that may jeopardise their identities have not been disclosed.
- This correlates with a discussion that took place between myself and the class teacher prior to the research taking place
- This meets the terms of Guideline 28; making certain that, "the form of any publication, does not directly or indirectly lead to a breach of agreed confidentiality and anonymity" (BERA 2011:7).

Moreover, Punch (2009) states that successful ethically considered research is only produced when the principle researcher takes into consideration the children who are participating and consider the effects that the research may have upon them. This is reiterated by Gray (2009) who suggests that research needs to be controlled in correlation with the research methods used. For instance, when conducting the semi-structured interview, it allows the opportunity for the children to voice their opinion, allowing them to answer honestly and freely, which complies with article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

To ensure ethnicity in this research, the process of the research activity was explained to the whole class followed by a further conversation between myself, my fellow trainee teacher, class teacher and focus children discussing their rights of withdrawal where verbal assent was obtained from each participating child.



Pilot Study

It was beneficial for a pilot study of the observation schedule used during the observations to be carried out prior to the data collection process due to it being created purposefully for this research. This ensured that any flaws identified during this process could be identified and then rectified (Thomas 2009, Ary *et al* 2010). Due to limited time to attend the setting during the research preparation, the observation schedule was used to record results of pupil engagement through an online video recording of a teacher reading a story to a class of pupils of the same age range. Although it is recognised that the questioning techniques used differed between the pilot study and actual study, it ensured that the observation schedule was suitable for the intended data collection process. Following the pilot study was conducted, the procedure began.

Analysis and Discussion

The purpose of this study was to measure the levels of pupil engagement during story time, through the use of pupil to pupil discussions or otherwise known as ‘Talk Partners’ when asked different types of questions.

A lesson study was conducted, where my research partner and I collaboratively developed and refined a specific teaching strategy to support our teacher practice. In the process of being enquiring practitioners, we focused on the key research question; *does using different types of questions encourage pupil engagement during story time?* by developing a lesson taking a focus on questioning during story time. This involved teaching a planned lesson followed by collaboratively refining and developing a second lesson using our reflections to aid us in this process.

With relation to the key research questions, a thematic analysis which is widely used in qualitative research, highlights key themes from the generated data. Correlated with the review of the literature, key themes were identified during the data collection process.

Key themes: The differing question types

Increasing engagement through questioning strategies

Lesson 1

Lesson 1 was taught in school A during the literacy hour to the whole class, although there were four active participants who are referred to in this study as Child A, Child B, Child C and Child D. The focus children were chosen in this research as a traditional purposeful sample and although it is recognised by Creswell and Plano Clark (2011), using this method could restrict the generalisability of the results. It can allow for the potential of bias when selecting the participants, however, this method was best suited for this small-scale study focusing on a specific outcome on one particular aspect of teaching and learning. One focus child from each of the four learning groups were chosen to provide a range of results, as opposed to selecting children from the same attainment group. In addition, due to the use of pupil to pupil interaction frequently throughout the lesson, children were paired together on the basis of seating arrangements, which was determined by their “special spots”. This offered a naturalistic quality to the lesson, an aspect which is key when involving young participants. Nevertheless, the learning intention was achieved through the use of pupil

interaction or referred to in this research as ‘talk partners’ which poses a response to the sub research question, *How do pupils engage with questions during story time?*

The lesson involved reading a story to the whole class, assisted with differing levels of pre-determined questions taken from Bloom’s Taxonomy. As stated in the literature, practitioners use Bloom’s Taxonomy to encourage children’s learning and to aid progression between lower cognitive skills to higher order thinking (Gershon, 2015). The questions were structured using the different levels of questions posed by Bloom. In this instance and an aspect that was reflected upon, it was beneficial that the questions were pre-determined, as it enabled the teacher to keep in mind the intention of the lesson. This ensured that there was a range of question types used to guarantee validity to the findings of the research. This was also highlighted in the reflection process (see appendix B), where it was identified that this enabled continuity and focus throughout the lesson. It is suggested in the research that teachers naturally ask closed questions and the implementation of open, higher order questions in teaching are best applied when planned for, for a specific lesson (McTighe and Wiggins, 2013). Furthermore, it is also stated by Fusco (2015) that without pre-determining questions, it is easy to diverse from the learning intention which adds no advantage to learners’ critical thinking skills, as well as their opportunity to master the core concept of the lesson being taught.

With this in mind, the planning of the lesson was guided by the various levels of questions presented by Bloom; knowledge, comprehension, application, analysis, synthesis and evaluation questions along with a chosen story based on the current classroom theme. Each question was pre-determined, to stand for each question level, and made clear to the observer of the lesson. Whilst reflecting, my research partner and I realised that this was vital to ensure the observer knew at what point of the story, the questions were going to be asked. This allowed ease of understanding on both teachers during the research, as it was made aware the key elements of the lesson that would give the most valid results.

The learning objective of the lesson was for the children to engage in a discussion during story time and pupil to pupil interaction was used purposefully for this study. The review of the literature suggests that using talking partners as a strategy has an advantageous impact on engagement levels as a whole, however its original purpose was to aid the researcher to observe two children at the same time. Essentially, the role of talk partners was used as a

research tool, acting as a facilitator to the research, however upon reflection, it became clear that talk partners were an essential element in the data collection process.

The generated data from the observation schedule indicates that all children were engaged through the use of questioning during story time. It is noted, however that all children showed different levels of engagement when asked the different types of questions. For instance, for the majority of the questions asked, Child C and Child D showed frequent levels of engagement where as Child A and Child B displayed levels of sustained intense engagement throughout. In light of this, it is important to mention here that Child D is considered a low attainer where as Child A is deemed as more able and talented. It could be suggested here that Child A was the scaffolder within the partnership, providing the scaffolding needed for achievement by encouraging the discussion between the pair which has significant links with learning theorists, Vygotsky and Bruner. Having said this, and an aspect that was highlighted upon during the post teaching discussion between myself and research partner, does not give a true reflection of the engagement levels of Child B as an individual child. The same could be said for Child D, who has Additional Learning Needs (ALN); the observation schedule shows that there were clear indicators that the children were showing lower levels of engagement in comparison to Child A and Child B. There was limited eye contact and both children seemed distracted throughout. It is here where the lesson had to be stopped for the behaviour to be addressed.

It is understood that children develop at different rates and it is vital that we are aware that the findings do not show clear results across the board and can not account for the other children who did not participate. However, by using one child from each attainment group, allowed the results to be as reliable as possible. In addition, the interpretation of the data does not entail how the data might have been generated in a different educational context by a different researcher.

Following the lesson, problems were identified and discussed during the reflect and refine process. Instantly, it was clear to see that the observation schedule used to record our results needed to be altered to successfully suit the purpose of the research. During the course of the lesson, it was certain that the schedule did not allow for clarity between the differing question types. Where there were six planned questions to be asked on six different occasions, the observation schedule only allowed for the data to be collected with the questions combined

(See appendix A). Nevertheless, the observation schedule was designed successfully to suit the purpose of the research.

Furthermore, it came to our attention that all children involved in this research were unsure how to successfully engage in talking partners. Initially, it was clear to see that the majority of the pairs had one dominant child, who discussed their ideas, however seemed to disengage during the next partner's discussion. There was little sense of collaborative discussion and the conversations seemed to be one way. It was addressed and identified that for the second lesson, it was vital that both myself and my research partner modelled a good example of talk partners. Firstly, demonstrating that body language such as body position and eye contact is key when engaging in conversation. Therefore, time to model both a good and bad example was implemented into the planning to ensure that all children were fully aware of what was to be expected of them. Following this, it was also suggested that alteration of the semi-structured interview questions were to be made to gain an element of pupil voice regarding the use of talk partners. Using data from the semi-structured interview alongside the observation schedule have supported the findings to this research.

Lesson study 2

Lesson two was taught in School B, following lesson one. Prior to beginning the research, it was assumed that the whole class would participate in the lesson, with the attention focusing on four focus children, similarly to the situation at School A. However, due to circumstances beyond the control of the research, the lesson was taught to a focus group of six children, four of which were participants of the study. Having said that, it provides no extra advantage nor disadvantage to the research findings, due to the focus being centred towards the four pre-determined children. However, the pre-determined children based on knowledge from the experience in PTE were unable to participate due to the lack of parental consent, therefore, it was necessary that both teachers complied with ethics, which meant a simple random sampling approach of children who had parental consent was spontaneously adopted. Thomas (2009) suggests that using this method is a fair and easy way of selecting the sample as well as limiting subjectivity to the research. It allows for a better opportunity for the findings to represent the whole class, however, due to the fact it is a small scale study and there is a specific purpose, a traditional purposeful sample would have been best. For an opportunity for future research, it could be beneficial to use a larger sample in order to limit generalisability and allow the findings to be more representative.

In light of this, using the talk partners strategy as a research tool during lesson two as opposed to a facilitator presented advantage to the data collection process. Evidence of this can be seen through the conducted semi-structured interview which was used to support the observation. In relation to the research question: does questioning during story time increase engagement? the evidence demonstrates that it depends on how the children interact with the questions to show engagement and ultimately, how it makes them feel. As mentioned, this gives the study an element of pupil voice, a key aspect of conducting a LS. All children expressed how they preferred questions to be asked during the story along with answering the questions with their partners, as opposed to working individually.

Teacher: So did you like being asked questions and answering the questions during story time?

All: Yeah

Child D: Yeah I liked all of it

Teacher: Would you rather being asked questions during story time or would you prefer sitting through the story without being asked any questions?

Child A: I would rather you asked questions

Child B and **Child D:** Me too

Child C: Yeah me too

Teacher: Yeah ok do you think they helped you remember the story then?

All : yeah

Teacher: So you all prefer answering questions with your partner?

Child D: Because we had to think what's coming next because your partner knows the answer , your partner can just tell you ..

Child B: yeah and if your stuck on something your partner can help you

Child A: Yeah and they can help you do it

On the contrary, the observation schedule suggests although all children agree that discussing with their partner is best, they were paired with a partner of the same ability. This was due to the unfortunate circumstance regarding parental consent which meant only a specific selection of children could take part. Child A and Child B are considered higher attainers in comparison to Child C and D. The data from the observation schedule shows that Child A and B showed elements of sustained intense levels of engagement throughout the story but most specifically when answering higher order questions, as opposed to Child C and D. However, it could be argued here that for the lower attaining children to show high levels of engagement when asked higher order questions, they need to acquire the skills in order to achieve the higher level. If the children do not understand how to answer a higher cognitive question, then it could be it is highly likely that they will become disengaged. Evidence can be referred to from the generated data which shows when a synthesis and evaluation question was asked, the levels of engagement between Child C and D began to decrease. This correlates with Tofade (2013) who states in the literature that children tend to disengage when asked higher-order questions. For example, it was noted that for all questions apart from the knowledge and comprehension questions, Child C was “prepared to listen to partner but does not contribute his own idea” (Appendix A). Interestingly, to support the findings, during the semi-structured interview, the same child expressed how he felt “challenged” when answering the questions. When asked to elaborate, he simply expressed that he was unsure if he would get the answer correct or incorrect but added that he felt comfortable throughout the situation due to working in a pair. His lack of confidence is something that should be addressed when using questioning in the classroom and allow the teacher to recognise that such strategies should be used to support the teaching and learning of this particular child. It is stated in the literature that by challenging the level of thinking through questioning has an impact on confidence levels providing it is supported with successful questioning strategies (Cotton 2001). The study has shown that the use of ‘talk partners’

in this instance will benefit Child C in future learning to develop his questioning and critical thinking abilities.

Following the refining stage, using an updated version of the observation schedule allowed the observer to categorically record data corresponding to the types of questions taken from Bloom's Taxonomy; knowledge, comprehension, application, analysis, synthesis and evaluation. The change in layout allowed the observer to record the data clearly, which supported the generating data process.

Conclusion

The results of this study provide evidence that using different question types through story time encourages pupil engagement, however how this is utilised is key. Although it is recognised that the use of story time was a key element in the process of the study, there are differing opinions on how stories should be told. For the purpose of the research, the story used in this lesson linked with the current classroom theme and was read purely for enjoyment. It simply acted as a research tool to gain understanding of how the children engage through the use of questioning. It is understood that stories can be used for a range of purposes to benefit the learning, and should a story be used in a similar context to specifically aid the learning, then results may differ.

It is understood that there are many contributing factors to ensuring all learners are engaged in a lesson, and it is recognised that the teacher is the driving force in this process. Teachers are responsible for challenging their learners and understanding the position their children are in in their learning development (Hattie 2012). This can only be successful when the teacher adopts and utilises a reflective and metacognitive approach in order to make improvements (Hattie 2012).

From the findings, it could be assumed that without the implementation of talk partners used as a research tool to measure the engagement levels between children, it would have been a more difficult process to engage the children with the questions. Although talk partners were initially used to observe two participants at the same time, throughout the course of the study, using talk partners as a questioning strategy resulted in a key contribution to the research. Albeit a beneficial tool used within this research, it was necessary that good and bad examples of talk partners were modelled to ensure the children knew how to engage in them correctly to fully participate and receive the best learning experience possible.

The key research question was answered using forms of qualitative data collection methods such as observations and focus group interviews. Using observation as a research method accompanied with an observation schedule to record the results enabled us as researchers to determine how different question types can encourage engagement levels between children. The observation schedule is structured and has a clear agenda, however this can pose limitations to the research. In this case, the findings of the generated data were considered subjective as the data needed to be interpreted and a judgement needed be made on the engagement levels of the child, a key component of observations (Moyle, 2003). However,

through the LS process, having to collaboratively liaise with a research partner meant that having a shared understanding of the possible levels of engagement was key. This was completed by combining aspects of the Leuven Scale of Involvement and Schlechty's 5 Levels of Engagement and creating our own scale, collaboratively, ensuring our understanding of each level correlated with one and another (Appendix C). This poses as a great limitation to our research. If both understandings of each level differed, then it would have a negative effect on the validity of the results. In addition, this also limited the chance of observer bias and restriction of flexibility on the research itself. However, by collaboratively creating the observation schedule and coming to a shared understanding of the engagement scale, limits the chances of this occurring.

Nevertheless, the observation schedule was designed for this study and suited its purpose. Following the refining process between the two lessons, alterations were made to the layout for clarity purposes. It also became clear that a pre-discussion was needed between the teacher and the observer before the lesson began, for clarity on the specific questions that were going to be asked to ensure they were recorded on the observation schedule correctly.

To accompany the observation, a semi-structured interview was conducted to support the findings of the study. It was used to gain further information through the use of pupil voice, complementing the LS process. The questions asked during the interview were pre-determined to ensure efficient information could be obtained as well as allowing focus on the learning intention, however they needed to be tailored prior to delivering the second lesson. This ensured the questions suited the purpose of the study. Furthermore, by carrying out research involving children as young as five provides limitations to the research. It was essential that both teachers possessed friendly and approachable traits as well as showing flexibility to ensure the participants felt comfortable.

From the findings, I feel further research into the use of questioning to engage children through story time would be beneficial. As we are already aware, children are engaged with questions during story time through the use of pupil to pupil interaction, and implementing this strategy was key to achieve suitable findings. Furthermore, I feel it would be interesting to use different questioning strategies as opposed to talk partners, to confirm the findings of this research. Conducting a LS has highlighted the importance of reflecting upon practice to ensure development through my teaching career. Making alterations to the teaching styles and approaches that are used daily to suit the needs of all our learners enables us to become

good practitioners, and with the children at the heart of this process, will provide them with the best learning opportunities possible. It has made me realise that teachers can learn from each other, and collaboration is key.

References

- Allan, D. (2016) *Lesson Study and Pupil Voice: Creating the space for empowerment*. World Association of Lesson Studies: University of Exeter
- Ary, D., Jacobs, L., Sorensen, C. and Razavieh, A. (2010) *Introduction to Research in Education*. 8th Ed. USA: Wadsworth
- Barone, D.M (2011) *Children's Literature in the Classroom: Engaging lifelong readers*. Guildford Press.
- Bell, J. (2014) *Doing your research project: A guide for first time researchers*. McGraw-Hill Education
- British Educational Research Association (BERA) (2011) *Ethical Guidelines for Education Research*. London: BERA
- Brooks, G., Fisher, R. and Lewis, M. (2003) *Raising standards in literacy*. Routledge
- Carroll, M. and McCulloch, M. (2014) *Understanding Teaching and Learning in Primary Education*. SAGE Publications
- Clarke, S. (2009) *Talk Partners*. Available at: www.shirleyclarke-education.org/research/talk-partners-2009-year-5-4th-grade-us/ Accessed on: 18.3.18
- Coe, C. (2010) *The process of a lesson study as a strategy for the development of teaching in primary schools*. Available at: file:///C:/Users/laure/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/coe_process_2010.pdf Accessed on 18.3.18
- Cooper, J.M. (2010) *Classroom Teaching Skills*. Cengage Learning
- Cotton, K. (2001) *Classroom Questioning*. School Improvement research
- Creswell, J. W. and Plano Clark, V. L. (2011) *Designing and Conducting Mixed Methods Research*. SAGE Publications
- Dawes, L., Mercer, N., and Wegerif, R. (2004) *Thinking Together: A Programme of Activities for Developing Speaking, Listening and Thinking Skills for Children*. Imaginative Minds
- Department for Education (DfE, 2010) *The Importance of Teaching*. Available at: <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010> Accessed on 10.03.2018
- Department for Children, Schools and Families (DfCSF, 2008) *Improving practice and progression through Lesson Study: a handbook for headteachers, leading teachers and subject leaders*. The National Strategies. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/133350/mod_resource/content/1/pri_sl_t_cpd_imp_prac_prog.pdf Accessed on: 16.03.2018
- Dudley, P. (2014) *Lesson Study: A Handbook*. Available at: <http://lessonstudy.co.uk/wp-content/uploads/2012/03/new-handbook-revisedMay14.pdf> (Accessed on 7th March 2018)

Education Endowment Foundation (E.E.F, 2017) *Dialogic Teaching: Evaluation Report and Executive Summary*. Sheffield Hallam Univerisity

Education Workforce Council Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (2017)

Flutter, J. (2007) 'Teacher development and pupil voice'. *The Curriculum Journal*. Vol 18(3) pp. 343-354

Fusco, E. (2015) *Effective Questioning Strategies in the Classroom: A step by step guide*. SAGE Publications

Gershon, M. (2015) *How to use Bloom's Taxonomy in the Classroom: The Complete Guide*. Create Space Independent Publishing Platform

Gray, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE Publications LTD

Grigg, R. (2014) *Becoming an Outstanding Primary School Teacher*. Routledge

Hansen, A. (Ed) (2012) *Reflective Learning and Teaching in Primary Schools*. London: SAGE

Harris, P. (2006) *Reading in the Primary School Years*. Cengage Learning Australia

Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning*. Routledge

Johnson, B. and Christensen, L. (2008) *Educational Research Quantative, Qualitive and Mixed Approaches*. 3rd Ed. USA: SAGE Publications LTD

Kolb, D. A. (1984) *Experimental learning: Experience as a source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Kumar, R. (2010) *Research Methodology: A step by step guide for beginners*. SAGE Publications

Laevers, F., Daems, M., DeBruychere, G., Declercg, B., Moons, J., Siikens, R., Snoek, G. and Van Kessel, M. (2006) *Siks-Ziko*. Leuven University, Belgium: Research Centre for Experimental Learning Leuven University.

Marshall, M.N. (1996) 'Sampling for Qualitative Research.' *Family Practice*. Vol 13(6) pp. 522-526

McTighe, J. and Wiggins, G.P. (2013) *Essential Questions: Opening doors to Student Understanding*. ASCD

Mercer, N. (1996) 'The quality of talk in children's collaborative activity in the classroom.' Vol 6(4), pp.359-377

Moll, L.C. (1992) *Vygotsky and Education: Instructional Implications and Applications of Sociohistorical Psychology*.

Moyles, J. (2003) *Interactive Teaching in the Primary School*. McGraw-Hill Education

Norwich, B. and Jones, J. (2014) *Lesson Study: Making a difference to teaching pupils with learning difficulties*. 2nd Edition. Bloomsbury

- Pagliaro, M. M. (2011) *Exemplary Classroom Questioning: Practices to Promote Thinking and Learning*. R&L Education
- Pagliaro, M.M. (2017) *Questioning, Instructional Strategies and Classroom Management: A Compendium of Criteria for Best Teaching Practices*: R&L Education
- Petty, G. (2004) *Teaching Today: A Practical Guide*. Nelson Thomas
- Pollard, A., Black-Hawkins, K., Hodges, G.C., Dudley, P., James, M., Linklater, H., Swaffield, S., Swann, M., Turner, F. and Warwick, P. (2014) *Reflective Teaching in Schools*. Education: A&C Black
- Punch, K. (2009) *Introduction to research methods in education*. London: SAGE Publications LTD
- Thomas, G. (2009) *How to do your research project*. London: SAGE Publications LTD
- Tofade, T. (2013) 'Best Practice Strategies for Effective Use of Questions as a Teaching Tool' *American Journal of Pharmaceutical Education*. Voll 77(7) p.155
- Tyrer, G. and Taylor, P. (2014) *The Literacy Leader's Toolkit: Raising standards across the curriculum*. A&C Black
- United Nations International Children's Emergency Fund (1989) *The United Nations Convention on the Rights of the Child*. London: UNICEF Available at:
- University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice (2017)
- Walsh, J.A. and Sattes, B.D. (2011) *Thinking through quality questioning: Deepening Student Engagement*. Corwin Press
- Wilén, W.W. (1987) *Questions, Questioning Techniques and Effective Teaching*. NEA Professional Library
- Wilson, E. (2012) *School based research: A guide for Education Students*. SAGE
- Wragg, E.C. and Brown, G.A. (2002) *Questioning in the Primary School*. Taylor and Francis
- Wragg, T. and Brown, G.A. (2002) *Explaining in the Primary School*. Routledge
- Yin, R.K. (2013) *Case Study Research: Design and Methods*. SAGE Publications

Appendix A: Observation Schedule

Rachel
Name: Miles Date of Observation: 27.03.18 Duration: 9:15 - 9:50 (35 minutes) Lesson: Literacy Focus: Questioning

Child A	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension			✓ _C	✓ _{An}	✓ _K	An - Hands up after questions - eager to answer.
	Application & Analysis					✓ _{AP}	AP - Minimal discussion in partners but continued engagement - hands up to answer.
	Synthesis & Evaluation					✓ _{SE}	
Comments: Throughout story, maintained eye contact in direction of story / Miss G.							

Child B	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension				✓ _{An} ✓ _C	✓ _K	An - Hands up after questions - eager to answer. C - one of the pair only seemed to discuss.
	Application & Analysis					✓ _{AP}	AP - Minimal discussion - but continued engagement (hands up answer).
	Synthesis & Evaluation					✓ _{SE}	
Comments: Throughout story, maintained eye contact in direction of story / Miss G.							

. Pairs were determined by their sitting spots (positioned at the back of carpet area).

e: Date of Observation: Duration: Lesson: Focus:

Child C	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension		✓ _K	✓ _C			K - Not fully engaged in talk partners - looks off at others.
	Application & Analysis		✓ _{AP}				
	Synthesis & Evaluation			✓ _{SE}			
Comments: Not engaged in story - talking, fidgeting, not looking at Miss G (Half way through)							

Child D	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension		✓ _C	✓ _K			C - didn't seem engaged in discussion - distracted.
	Application & Analysis		✓ _{AP}				
	Synthesis & Evaluation			✓ _{SE}			
Comments: Not engaged in story - talking, fidgeting, not looking at Miss G (Half way through)							

Lauren
Gaze

Date of Observation: 28.03.18

Duration:

Lesson: Literacy

Focus: Questioning.

Child A	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension			✓C		✓K	
	Application & Analysis			✓An		✓Ap	minimal discussion prepared for partner to talk
	Synthesis & Evaluation			✓S	✓E		prepared to listen to partner, but doesn't contribute.
Comments: Frequent eye contact but not continuous. A little fidgety half way through but still maintains eye contact. Getting more easily distracted towards end. Engagement levels with partner decreases.							
Child B	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension					✓K ✓C	C Hands up & eager to answer.
	Application & Analysis				✓Ap	✓An	An - Eager to express opinion
	Synthesis & Evaluation					✓S ✓E	Hands up - gives sensible suggestion relates to story.
Comments: Engaged throughout → making sensible suggestions, to apply to the story. Responds to the text effectively. Displays concentration via facial expressions. Displays energy & creativity when answering questions. Continuous throughout. Encourages partner to engage with her.							

Name:	Date of Observation:	Duration:	Lesson:	Focus:			
Child C	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension		✓C		✓K		C Engaged in story but doesn't contribute continuously.
	Application & Analysis			✓An	✓Ap		An Engaged but energy is slackening.
	Synthesis & Evaluation			✓S ✓E			S prepared to listen to partner but doesn't contribute
	Comments: Engaged in the story the majority of the time. Lower level of concentration compared to talk partner.						
Child D	Types of Questions	Low Engagement	Frequent Engagement	Mainly Continuous Engagement	Continuous Engagement	Sustained Intense Engagement	Comments
	Knowledge & Comprehension				✓Ap ✓C		
	Application & Analysis				✓An	✓Ap	Forthcoming in answering questions. Eager to express opinion.
	Synthesis & Evaluation				✓E	✓S	Hands up after all questions.
	Comments: Engaged throughout. Showing energy & concentration. Eye contact throughout. Continued levels of engagement throughout.						

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27th April 2018

Profiad/ Experience	
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I feel all learners were engaged throughout the entire lesson. The lesson itself ran smoothly, and the process of obtaining assent and consent was successful. For the next lesson, the same process will be carried out in a hope to provide the assent needed to carry out the research. The story that was used in this research project was suitable and supported the learning intention perfectly. The children were engaged with the writing and pictures from the offset, as well as how it was delivered. The story used in the next lesson will be different to the one used in this lesson, as it doesn't suit the needs of the learners in that class. The next lesson will be taught in a year 2 classroom as opposed to this class being year 1. All children were able to participate by giving their assent to participate in the study and showed their excitement to begin. This increased the reliability of the study. The main focus of the lesson was the use of questions used during the story and how they will engage the learner. It was vital that the questions were pre-determined by myself to ensure a range of questions were asked throughout the course of the lesson. Without doing this beforehand, I feel I would have struggled thinking of various levels of questions and probably would have confirmed with literature that states teachers tend to only ask closed, lower cognitive questions. If this was to happen, and a range of questions were not asked, then it would have had a negative effect on the validity of the findings. Also, it was beneficial that I became familiar with the story before the lesson, being aware of potential discussion points to aid the learning intention. This helped the story to flow, again an aspect that could contribute to the engagement levels in children. By recognizing key discussion points and learning opportunities, gave the lesson a sense of continuity. The data collection process was successful, obtaining valid results from both the observation and semi-structured interview. All children engaged in this process and contributed effectively. The observation schedule that was designed by myself and research partner was reliable, with only having little changes to the layout to be made prior to the delivery of the second lesson. When planning the lesson, the use of talk partners specifically aided the observer to observe two children at the same time. However, it was clear to see that the children was unsure on how to successfully engage in talk partners. They needed prompting and encouraging to discuss with a friend. Some children were able to do this with ease but having watching them in this process, they tended not to elaborate, giving one word answers. For example one child would answer briefly and the second child would repeat exactly what child one had just said. Therefore, it is imperative that for the next lesson, we model good and bad talking partners, demonstrated what is to be expected of them. The questions asked in the semi-structured interview were suitable and provided sufficient results to the research. It is recognized, however that for the second lesson, the questions need to be refined in order to achieve purposeful results to correlate with the purpose of this study. With the realization that talk partners was going to be used as a research tool as opposed to a facilitator, the questions needed to be altered to ensure the correct information could be obtained to benefit the study.

Observation Schedule Scale

Low Engagement

Child is absent and displays no energy. There is an absence of cognitive demand. The child may characteristically stare into space. The child may fidget and not be looking in the right direction, seeming distracted.

Frequent Engagement

The child is engaged in the story, but half of the observed period includes moments of non-activity, in which the child is not concentrating and staring into space. There may be frequent interruptions in the child's concentration.

Mainly Continuous Engagement

The child is engaged in the story, but it is at a routine level and the real signals of engagement are missing. There is a sign of some progress, but energy is lacking, and concentration is at a routine level. The child can easily be distracted.

Continuous Engagement

The child's engagement in the story has intense moments. Child seems interested in the story and is engaged in answering questions with his / her partner.

Sustained Intense Engagement

The child shows continuous and intense engagement revealing the greatest involvement. The child shows sustained signs of concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period. The child maintains eye contact, volunteers to answer questions and contributes fully to discussions with talk partner.