

In English Language Teaching (ELT), **Concept Checking Questions (CCQs)** are used to ensure students understand the meaning of new language, often scaffolding their understanding step by step. Here's how to ask CCQs effectively:

1. Analyze the target language

- Break down the meaning, form, and use of the language point. Identify the key concepts that need to be understood.

Example: For "I used to play football," the key concepts are:

- It refers to the past.
 - It's about a habit or repeated action.
 - It's no longer true.
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2. Plan simple, specific questions

- Use **yes/no**, **either/or**, or **wh- questions** that are clear and suited to your students' level. Avoid complex structures.

Example for "I used to play football":

- Was this in the past or now? (Past)
 - Did I do it one time or many times? (Many times)
 - Do I play football now? (No)
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3. Avoid echoing the target language

- Don't simply repeat the new language in your questions. Focus on its meaning and use.

Weak CCQ: "Does 'used to' mean a habit in the past?" **Better CCQ:** "Was it a habit or just one time?"

4. Use visual aids and gestures

- If concepts are abstract, use timelines, drawings, or gestures to clarify your questions.

Example:

- Draw a timeline to ask: "Where on this timeline did I play football? (Indicate past section)."
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5. Ask follow-ups for deeper scaffolding

- Once students answer basic CCQs, follow up with application or personalization questions.
 - Example:
 - "What's something you used to do as a child but don't do anymore?"
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6. Encourage peer discussion

- Have students discuss CCQs in pairs or groups to build confidence before answering aloud.
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7. Be patient and provide feedback

- Give students time to think and provide encouragement. Clarify misunderstandings gently.

By breaking down concepts into smaller, manageable questions, CCQs help scaffold understanding and ensure all students grasp the new language effectively.