

ABSTRACT

This diploma thesis deals with a question as a part of educational communication. The aim of the thesis is to analyze educational dialogue at primary school with an emphasis on the function, frequency and type of teachers' and pupils' questions. The first part of the thesis explores the theoretical background of function, frequency and typology of questions. It involves also the topic of the waiting time after asking a question, identifying the pupil who should answer, the quality of pupil's answer as well as teacher's response to it. The theoretical background is complemented by research based on analyses of three video records of lessons and interviews with teachers. One of the key findings of the research is that teacher's style of questioning is determined by his conception of teaching and the aims set.