

Functions and Strategies of Classroom Questioning in College English Teaching

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Keywords: College English teaching; Classroom questioning; Function; Skill; Strategy

Abstract. Classroom questioning is a common skill and an important part of college English teaching. Teachers' questions in the classroom are an important factor influencing students' language acquisition. It doesn't only inspire students' ability to think independently, but also promotes the development of students' English thinking ability. In college English teaching, teachers are very important for the use of classroom questioning functions and strategies.

Introduction

Classroom questioning in college English teaching is one of the important means to complete classroom teaching tasks. It helps to promote communication between teachers and students, forms a good classroom teaching atmosphere, helps to focus students' attention, and helps students understand Master the knowledge points learned and clarify the difficult points of classroom teaching. In the classroom teaching of college English, it is a question that asks the teacher to give lectures a logical and rigorous teaching process. The questions are divided into random and preset forms.

Random Questions Refer to Temporary Formation due to the Influence of Certain Subjective and Objective Factors.

In the course of teaching, teachers often encounter some artificial interference factors. These factors are often temporary and unintentional, but they have a certain impact on teaching. In order to maintain the classroom teaching order, teachers can choose random questions to remind students of their attention. These questions often do not require the respondent to give a correct answer or do not need to answer at all, but only serve as a reminder.

Presupposition Question Can Act as a Reminder of Key or Difficult Points.

The presupposition question refers to the teacher's role in pre-setting the problem in accordance with the teaching needs, in order to meet the important tasks in a certain teaching link, and to play a key or difficult role. In the classroom teaching, the teachers' questions are mostly pre-set questions. These questions are scheduled to be carried out at a certain time in the teaching process and can be implemented under certain environmental conditions.

Questioning Helps to Stimulate Students' Motivation, Enhance Their Interest in Learning and Enhance Their Self-Concept.

Teachers play an important role in the classroom of college English teaching. Due to the uniqueness of the subject, the questions raised in the classroom can often arouse the students' curiosity and curiosity. If the students answer the correct questions to the teachers, they will increase their self-confidence and satisfaction, forming an upward trend. The spirit of seeking progress, thus forming a virtuous circle in learning. If the answer is wrong, after getting timely correction from the teacher, there will be a strong desire for knowledge, in order to expect good performance next time. Therefore, classroom questions have the function of promoting self-concept and cultivating a correct outlook on life.

Questioning Helps Teachers Improve Teaching

Classroom questions also help teachers understand what students are doing about the content they teach. This includes understanding the difficulty of teaching materials, teaching progress, teaching

methods, and after-school exercises, etc., so that it is suitable for students to supplement and adjust, which is helpful for self-testing and revision of teachers' teaching effects.

Controlling Classroom Order and Creating a Good Learning Environment.

Through classroom questions, students' attention can be concentrated, so that students can fully devote themselves to the thinking of the problem and concentrate on learning. As Hyman said, active classroom questions help to develop students' brain habits, help develop students' attention and relax in the classroom. Attention is concentrated, and other disturbances naturally disappear. Then the classroom order is of course no problem..

The Common Problems in the English Classroom Questions

Although classroom questioning has a lot of good effects, there are still some problems in classroom questioning.

There is too Much Difference in the Frequency of Questioning Among Different Classes.

When teachers are on different courses, there is often a big difference in the frequency of questions. For example, in the speaking class, teachers will allocate more time to students to practice speaking in order to achieve the teaching goals. In other classes, the chances of students answering questions will be greatly reduced, for example, in intensive reading, due to in catching up with the progress, there will sometimes be a teacher-based cramming education model, which will only lead students to reduce their self-confidence, lose their interest in learning, and even lead to a halt in English proficiency.

The Difficulty or Ease of the Problem is Difficult to Control.

In every classroom of English teaching; students should grasp the difficulty of the problem according to the differences of students due to differences in talent, interest, education level, family background and learning level. If the teacher is unable to grasp this degree, the questions in the classroom teaching will often have the effect of counterproductive. For example, for students with poor levels, if the teacher raises an analytical problem, it will attack their self-confidence. Over time, it will lose its interest in learning English. Anyway, for students with higher levels, if the teacher asks a very simple question, it will also lose interest in learning because the other party feels that it is not challenging.

The Allocation of Problems Lacks Rationality.

Due to the increase in the content of English teaching, many teachers focus on catching up with the teaching progress, which is inevitably at the expense of teaching quality. As for the classroom questions, there are more than three phenomena: There are many opportunities for good students to answer questions, and fewer opportunities for students with weak foundations; more questions and answers, less thoughts alone; more answers, less summaries. In addition, due to the particularity of foreign language colleges, the imbalance between men and women is caused. In order to take care of boys, some teachers will have more opportunities for boys to answer questions; fewer girls have opportunities, or the opposite phenomenon. These two phenomena are not conducive to the study of students' language, and will only lead to students' sense of fairness and value. Missing, and even lost interest in learning English. There are these common problems in the English class. What strategies do we have to deal with?

The Strategy of Asking Questions in English Classroom

The questions in the English class can largely assist students in language acquisition, but there are also many problems. Therefore, as a teacher, it is necessary to have a good grasp of the strategy of asking questions, try to be as good as possible, so that the classroom questions can achieve the best results and help students improve their language level.

Try to Provide Equal Opportunities.

As mentioned above, due to the differences of students' undefined gender, personality, knowledge and language level, some teachers sometimes fail to provide equal opportunities for students to

answer questions. To a large extent, this will cause some students to be neglected and lose interest and confidence in learning. Therefore, teachers should try their best to treat every student fairly in English class, so that every student can get the opportunity to participate in the class.

Pay Attention to the Question Name Strategy.

According to my many years of teaching experience, many teachers are used to asking questions according to the student's seat order or student number when asking questions in class. This method seems to be practical and convenient, but in reality there are great drawbacks. Because of this method, it is very easy for students to master the teacher's questioning rules, so that in the classroom, students often do not listen to other students' speeches or teachers, but they are preparing for their upcoming problems. To the proper classroom teaching effect, resulting in a waste of time and manpower.

Try to Make Students Participate in it as Much as Possible.

The purpose of the teacher's question is to let the students think about the content they are learning, so as to improve their learning. Therefore, in classroom teaching, teachers should try to ask questions first and then name them. That is, teachers should try to avoid the spike-style strategy (teachers first name, then ask questions), because this method is easy to lead to the tension of the students being asked, and the relaxation of other students. Therefore, in the classroom questions, teachers should ask as many questions as possible and then name them. Try to avoid first name, then ask questions. This will help the students to think positively and participate in the classroom.

Reasonably Match Various Problems.

In the actual operation of the classroom; teachers should pay attention to the reasonable use of various issues. Different questions are applied to different students and situations in order to achieve the best teaching results. For example, for students with poor language proficiency, teachers can ask more closed questions, because this kind of problem does not require students to play a large number of self-play, just need to master the content of the textbook. This is precisely suitable for students with lower levels. This kind of problem can not only test the students' learning effect, but also enhance the students' self-confidence when the students answer correctly. But for students with higher levels, if we continue to use this kind of problem, it may make students lose interest in learning because they are not challenging. For such students, open-ended questions are more appropriate, because such questions require students to conduct appropriate analysis and thinking based on the content of the textbooks, which is in line with the students' learning needs.

Moderate Silence.

When asking a question, the teacher should give the student full consideration of the time. In the course of teaching, I found that for some difficult problems, if the teacher gives the students sufficient time, the students are often able to respond. And if preparation time is limited or even no preparation time, students are often reluctant to speak because they lack self-confidence or logic. In addition, if teachers are always eager to give answers, in the long run, students will be inert and dependent, and will not be willing to think for themselves. Therefore, it is also very important to give students full time to think.

Try to Create A Relaxed Classroom Atmosphere.

Studies have shown that students are more likely to acquire language knowledge in a relaxed atmosphere. Therefore, teachers should try to create a relaxed atmosphere during the classroom questioning process. The specific practices are: Don't be too serious in expressions and moods; the students' responses are mainly encouragement, and the students do not criticize too much if they answer the wrong questions.

Ask Questions as Much as Possible to Contact the Actual.

Students are always more enthusiastic about answering topics of interest to them. The topics that can arouse students' interest are often closely related to their lives. Therefore, teachers should pay attention to accumulating topics that are related to students in daily life, and raise these questions in a timely manner in classroom teaching to inspire students' thinking. Help them think deeply. Problems with novelty can also have similar effects. In addition, questions need to be diverse so that the classroom is too silent and students lose interest.

Asking Questions From Easy to Difficult.

Classroom teaching is a gradual process. Therefore, teachers in the questioning section should not be too hasty, but should learn to follow the enthusiasm and gradually deepen. This is easy for students to accept.

Allowing Students to Communicate in Groups.

Allowing students to communicate in groups for some difficult questions, teachers should allow students to answer after communication. This method can provide students with the opportunity to communicate and exercise their communication skills. Enhance their confidence and motivation to answer questions and help students improve their language proficiency through interaction.

Summary

In the English teaching department at the university, it is very important to promote students' learning, improve the quality of teaching, and ask questions. The good questions put forward by English teachers can greatly promote students' learning creativity, making the teaching environment between teachers and students easy, pleasant and comfortable. In addition to being able to do well in their own professions, a good teacher can be good at asking questions and asking questions right, which is difficult to grasp.

This paper mainly describes the strategies and skills of questioning in English teaching, and clarifies that questioning is also an important teaching skill.

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