

# Application of Question-oriented Teaching Method in Ethnic Preparatory English Classroom

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**Abstract:** The subject of English is an important course for ethnic preparatory students, which lays an important foundation for them to learn college English. All along, its teaching achievements have been influenced by many factors, such as students' foundation, their enthusiasm for learning and teaching faculty, etc. Based on this phenomenon, compared with traditional teaching, question-oriented teaching method will greatly stimulate students' interest in English learning and play an important role in the cultivation of students' thinking and practical ability. This teaching method is student-centered, and with the help of question-orientation, through effective interaction between teachers and students, is conducive to improve their teaching quality and students' learning ability. This paper has introduced the basic summary of question-oriented teaching, as well as has made an analysis of the application advantages of question-oriented teaching, curriculum construction mode, and the key to the implementation of ethnic preparatory English teaching. It is hoped to improve the quality of ethnic preparatory English teaching.

## 1. Introduction

On the basis of the importance of ethnic preparatory English teaching to students' following English learning, it is necessary to study how to improve the efficiency of English teaching, which worth every preparatory English teacher's research. The main insisting direction of current ethnic preparatory English teaching in the education reform is to transfer from teachers' knowledge imparting to students' automatic study which is also the cultivation of students' independent ability. In order to realize such kind of classroom transformation, it is necessary to change the traditional teaching mode. Question-oriented approach is to effectively promote the teaching method of classroom transformation. At the same time, the application of this method provides a good basis for its development. In view of the advantages of this form, it has become one of the most important teaching methods, playing a more important advantage in higher education. It has become an effective English teaching form of ethnic preparatory education, and provided an effective impetus to the reform of preparatory English.

## 2. Meaning of Question-Oriented Teaching

Question-oriented teaching has no fixed definition at present, and the following is three meanings in the academic field.

Firstly, in the course of teaching, teachers make full use of questions to guide students' learning and thinking, Question is the main factor and teachers put forward appropriate questions to students. In combination of original knowledge and skills, students seek to solve questions proposed by teacher and complete the study of new knowledge and skills in such a way. In this way, students are able to enhance knowledge reserve, cultivate tightness of thinking, and improve the ability to analyze and solve questions. Besides, teaching goal is to be completed through the questions.

Secondly, at the angle of teachers' teaching, the master of learning effects and learning content is the basis of question-oriented application. Teachers are required to select questions with appropriate difficulty according to the actual situation of teaching, pay attention to the interest, step-by-step guide students to analyze and solve questions, tap students' potential and find new knowledge. It emphasizes the role of teachers in the course of question-oriented teaching implementation and

reflects the important role of teachers.

Thirdly, taking students as the main body, question-oriented teaching requires students to think actively. In the specific question context, through teachers' guidance and help, students analyze and solve questions with their own knowledge and skill reserve. In this process, students' initiative is so important that students will discover knowledge by themselves, build the knowledge system, improve the thinking ability, and then improve the actual knowledge level. This kind of understanding mainly emphasizes the subject status of students, and summarizes the steps of teaching implementation.

### **3. Advantages of the Application of Question-oriented Teaching in ethnic Preparatory English Teaching**

Analysis and solving of questions are the core of this teaching mode, which is of great concern to students' learning initiative. Question-oriented teaching not only presents students' autonomy in the class but also in the outside-class learning activities. By initiative sharing of learning questions, students are able to improve their learning efficiency. Therefore, in the course of class implementation, teachers are capable of eliminating students' concerns, strengthen their autonomy, and enlarge the question object, all of which are key contents that teacher needs to consider.

In this teaching mode, teacher must firstly achieve the respect of students' self-learning. Many behaviors of students, such as their confusion, questions, the answer to teachers' questions and so on are the expressions of their autonomy. Teacher should give full respect to students' expression, and help students to express their thoughts and opinions through a variety of encouragement forms. Besides, teacher also needs to select appropriate teaching method according to a certain teaching goal.

### **4. Question-oriented Teaching in Ethnic Preparatory English Classroom**

Question-oriented teaching method implements teaching by solving questions which include real questions or simulation questions, closely connecting students' life and study. Teachers create an appropriate situation for students, so that students are able to solve questions with the duty and task of the role, so as to obtain knowledge and ability. In a word, real question context is the basis of teaching method.

Question-oriented teaching takes questions as the main line, sets up questions through the whole teaching process, and guide students with questions. The main purpose of activities is to obtain knowledge as well as skills through solving questions, enable students to get new abilities, and realize quality education. Firstly, teachers are required to set up related questions which can arouse students' interest. Secondly, teacher should guide students and divide questions into sub-questions for discussion and research. In the whole process, question is an important driving force, the core of class, and the carrier of knowledge learning. Students get new knowledge and skills in the course of exploring questions.

Teachers create the question context and put forward question in this situation. Students' analyzing, discussing and solving questions is the whole process of this teaching method. There may be new questions in the course of students' analysis and discussion, which is the reflection of reproducibility. Besides, some questions may be the basis of future teaching activities. The focus of question-oriented teaching is the practice exploration of students, which reflects the practicality of this teaching method. Question-oriented teaching has moved life scenes into class with a close relationship with the actual life, so it has the characteristic of great openness.

### **5. Key of the Application of Question-oriented Method in Ethnic Preparatory English Teaching**

Question is the core of the application of question-oriented teaching, which influences the whole teaching effect and class efficiency. There are the following aspects worth consideration in the

aspect of questions.

In the course of study, students will encounter some doubts which need explanations. They are questions existing in study but not questions, whose appearance is not an indication of obstacles in students' ability to study, but symbol of questions needed to be solved to further improve learning ability of students. Creating learning questions is to encourage students to make appropriate encouragement, and promote students' ability to raise, analyze and solve questions. In the whole activity, teachers play the role of organizers and the leaders. Students are subject to the guidance of questions raised by teachers or themselves, do self-study on the basis of teaching materials and break through difficulties. It is also necessary for students to combine teaching materials and their own knowledge reserves, and communicate with other students, so as to realize a thorough understanding of knowledge.

The purpose of question-oriented implementation is to guide the development of students' whole qualities through questions. In the whole teaching process, teachers guide students to learn with questions. Question-oriented teaching takes students' learning questions as the starting point, in which, teachers organize the whole teaching process and carry out targeted teaching activities in accordance with students' confusion. However, it is worth our attention to invest a great deal of energy into teaching focus and difficult content, while to make a simple introduction to the content of non-emphasis. Teaching situation is also set up according to question-orientation. Questions are analyzed and solved through group cooperation. Teaching content is completed in the course of research and question solving of teachers and students. Knowledge is also absorbed by students in the process. Moreover, in this way, students' practical ability is also improved, as well as self-learning ability and cooperation ability.

This is the last step and also the key to ensure learning effect. In the communication course, students study the typical questions through the organization of teachers. Students' study results will be summarized by teachers. In order to ensure the effect of learning, teachers are able to examine learning effects through in-class tests. This can help teachers make appropriate practicing requirements for students according to their class absorption conditions, so that it provides teachers an effective basis for the adjustment of teaching plan in the later teaching. In order to realize the extension of students' knowledge, teachers are able to extend knowledge from classroom to outside of the classroom, encourage students to draw inferences, realize the fusion and penetration of knowledge, and promote the divergence of students' thinking. In the choice of questions, teachers are required to pay attention to the relevance of life, stress the contact and integrity of knowledge before and after class, help students to improve the ability of English reading and writing in the application of knowledge, and improve students' interest and confidence in English learning.

## **6. Requirements for Teachers**

Firstly, teachers must grasp their role correctly. In question-oriented teaching, the most important thing for teachers is to play the role of leader and promoter as well as companion to change from knowledge imparting to students' absorption of knowledge. In this process, teachers are expected to balance the relationship with students, fully respect students and take the concept that teaching benefits teachers as well as students as the principle. As the saying goes, give a man a fish and you feed him for a day. In this process, teachers need to promote students to absorb new knowledge, guide them to master as well as apply knowledge flexibly and encourage them to raise questions and think. In this process, what should teachers stress is not results but the process of solving questions and the cultivation of students' ability to explore. Teachers should pay attention to teach students according to their aptitude and choose appropriate methods for students' difficult study ability. On the other hand, it is necessary to encourage introverted students so that they can express their ideas boldly.

Secondly, teachers must do a good job of reflection on teaching work, reflect on their own behavior in teaching, timely adjust teaching methods and content, and then achieve teaching goals. In the process of teaching, teachers should realize that the duty and task are only external educational significance, and the sense of mission is the intrinsic value. In order to better achieve

the goal of preparatory English teaching, teachers themselves need to have sufficient knowledge reserves, especially on the issue of some extra-curricular knowledge, learn continuous new knowledge to enrich themselves, make sure that questions raised and guidance given to students attract their attention. This requires teachers in life and work to maintain a good enthusiasm for knowledge, ensure their own curiosity, in the teaching process to recharge themselves and improve themselves.

## 7. Conclusion

Compared with the traditional teaching method, question-oriented teaching mode is different in the aspect of diversity of project design, the flexibility of teaching form, as well as the active participation of students. Teachers and students work together to improve the efficiency of English teaching and learning, and ultimately improve students' English level.

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