

Transformation of questioning subjects in high school English classroom under the thinking quality

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Abstract: Classroom questioning is an important way to develop students' thinking ability. For a long time, high school English teachers have occupied the right to ask questions in the classroom, preventing students from becoming the main body of classroom questioning, making it difficult to cultivate and improve the students' thinking quality. It is of great significance to change the subject of classroom questioning from teachers to students. Under the perspective of classroom questioning, various strategies should be adopted to realize the transformation of classroom subject and the implementation of the core literacy of the English discipline.

Key words: classroom questioning; subject transformation; thinking quality; high school English

1 Introduction

The English Curriculum Standard for General High Schools (2017 Edition) proposes that the core literacy of the English discipline consists of four aspects, namely, language ability, cultural awareness, thinking quality and learning ability [1]. The cultivation of students' thinking quality needs to be implemented in the teaching practice. And classroom questioning is a common teaching method in teaching practice at home and abroad, which plays a very important role in the effect of classroom teaching and the development of students' thinking ability. According to different subjects of questioning, questioning can be divided into teacher questioning and student questioning. Student questioning fits the requirement of developing students' thinking quality in the new standard. From the 1960s, Europe and the United States in the process of classroom practice have been transforming the subject of questioning, from the traditional teacher questioning to student questioning. However, teachers, in China's high school English classroom, occupy the absolute right in the classroom. With the continuous promotion of curriculum reform, it is urgent to transform the classroom questioning subject from teachers to students.

2 The current situation of the subject of classroom questioning

The traditional classroom model is that teachers ask questions in a one-way manner and make simple evaluations based on students' answers. This practice not only affects the quality of classroom teaching, but also hinders the development of students' thinking quality.

2.1 Lack of students' initiative in asking questions

For a long time, students have a strong sense of dependence on the textbooks and teachers, and do not dare to question

and criticize the authority of the textbooks. In the teaching process, teachers often use memorized or repetitive low-order questions to promote teaching, and students are satisfied with relying on the content of books to find existing answers. Some students are afraid of being ridiculed or criticized for their questions, and some give up participating in questioning because they do not know how to accurately formulate their questions.

2.2 The quality of teachers' questioning needs to be improved

Classroom questioning is the most common teaching tool used by teachers, and the quality of questioning plays a significant role in the effect of classroom teaching. In China, the quality of teachers' classroom questioning needs to be improved to a great extent. First of all, the content breadth of teachers' classroom questioning is not enough. Secondly, the types of teachers' classroom questions are mostly low-order questions. Finally, the scope of teachers' classroom questions is narrow.

3 The significance of students' transformation into the subject of classroom questioning

China's "Compulsory Education Curriculum Program" (2022 edition) clearly states that we should cultivate students to "be willing to ask questions, dare to question, learn to find problems in real situations, solve problems, and have the ability to explore and the spirit of innovation" [2]. It is of great significance to change the subject of classroom questioning to students.

3.1 Cultivate students' thinking quality

As students become the main body of classroom questioning, their autonomy and mobility in classroom participation will increase and their thinking can be developed. When students question the knowledge taught in the classroom, they will take the initiative to think about the problem. From posing questions to solving problems, it is the process of students' independent thinking, innovation and exploration. By thinking and asking questions about what they have learned, students can not only improve the effect of teaching and learning, but also develop their thinking quality.

3.2 Improve teacher-student relationship in colleges and universities

Students become the main body of classroom questioning, which is not only conducive to improving the enthusiasm of students' classroom participation, promoting the classroom from the teacher to teach students to the teacher-student teaching, and enhancing the interaction between teachers and students, but also contributes to mutual understanding between teachers and students, and the harmonious development of teacher-student relations.

4 Strategies for transforming students into the subject of classroom questioning

The transformation of classroom questioning subject from teachers to students is a long and arduous process. The author proposes strategies for transforming the subject of classroom questioning from the level of students and teachers.

4.1 Cultivate students' problem awareness

Problem awareness refers to a mental state of doubt, confusion, anxiety and inquiry that arises when students realize some difficult and doubtful problems in their cognitive activities. This state of mind can drive students to take the initiative to think, constantly discover problems, raise problems and solve problems. Teachers should encourage students to ask questions and reflect, and gradually stimulate students' problem consciousness. In the high school English classroom, teachers should combine specific lesson types to guide students to carry out step-by-step questioning training, promote their enthusiasm for questioning, and cultivate students' thinking quality [3].

4.2 Change teachers' traditional beliefs

Influenced by the traditional concept of "exam-oriented education", high school English teachers tend to strengthen the practice of the content to be examined in order to realize the direct goal of exam success. Teachers' beliefs may be changed as a result of reflection and experience in teaching practice. As educators, teachers should practice the concept of

teacher-student equality and take the initiative to break the teacher-student antagonistic relationship. Secondly, teachers should actively create a free and harmonious teaching atmosphere for students, and patiently answer students' questions, so that the students are willing to and dare to ask questions, and happy to ask questions. Finally, teachers should take the initiative to substitute for the role of students in teaching reflection, through the observation of the classroom, make targeted improvements and enhancement of teaching behavior, and stimulate students' sense of problem.

4.3 Improve students' questioning literacy

It is necessary that teachers should teach students how to ask high-quality questions and improve their questioning skills. Students must have good questioning skills in order to increase the possibility of effective questioning, and achieve the goal of students as the main body of questioning. First of all, teachers can design scaffolds for students to ask questions, thus helping them to improve their questioning skills. Secondly, teachers can train students' generalization ability and language expression ability. Finally, question chain is an important way used to improve students' questioning literacy. Through the use of "question chain", students can combine the teaching content with their own experience, turn the knowledge into a series of interrelated questions, and thus develop their own thinking quality. Taking the high school English reading class *The Color of Hope* as an example, teachers can guide students to focus on the theme, the structure of the article and the main idea of the "what, why and how" and other low-order questions, to cultivate and improve students' ability to summarize information. Teachers can guide students to ask lower-order questions about the structure and main idea of the article such as "what-why-how" to develop and improve their ability to summarize information [4]. Teachers should gradually encourage students to ask higher-order questions to encourage students to migrate, reflect on themselves, express themselves bravely and think out of the box. Students learn how to ask general and detailed questions to capture the main body and key information, and they can also design transferable and innovative questions to develop their thinking skills. Students learn to ask surface and deep questions about the content, which not only enriches the level of questions, but also advances the level of thinking.

5 Conclusion

Classroom questioning is an important part of teaching activities. The transformation of questioning subjects from teachers to students is conducive to stimulate students' awareness of the problem, the development of thinking ability. The change of the subject of questioning does not mean that the value of teacher's classroom questioning should be completely denied. Instead, it emphasizes the formation of a harmonious classroom questioning mode in which students' classroom questioning is the main focus and teacher's classroom questioning is the supplement to it, so as to promote the synergistic development of English learning and thinking quality.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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