

Research on Classroom Questioning Strategies in Primary Teaching of Chinese as a Foreign Language

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Abstract

In the process of teaching Chinese as a foreign language, classroom questioning plays an obvious role in promoting the acquisition and consolidation of students' oral expression ability and the construction of language environment. Classroom questioning has the characteristic of typical oral communication, which itself is an important way and means to organically integrate textbook knowledge with practical conversation. Flexible use of the four principles of classroom questioning, such as interaction, time line, student subjectivity, question feedback, can better realize classroom interaction and complete the external teaching work.

Keywords

Classroom questioning; Primary teaching; Questioning strategy.

1. Introduction

In the primary stage of teaching Chinese as a foreign language, foreign students do not have the cognition of the relevant system structure of Chinese, and lack of systematicness and logicity. The relevant teaching content and teaching objectives are quite different from those in the middle and advanced stage, and the focus is to cultivate the listening and speaking ability of foreign students. Classroom is the main battlefield of listening and speaking training and daily communication interaction, and classroom questioning has become the main source of corpus and means to improve listening and speaking ability.

2. The Research on the Classroom Questioning

2.1. The Importance of Classroom Questioning In Primary Teaching Stage

2.1.1. Asking Questions in Class Is Itself A Means of Practice

At the primary stage, the daily communicative ability is mainly reflected in the mechanical memory and repetition of the textbook content. At this time, the classroom questioning is a single cycle of teacher teaching and student repeating. After the students master the most basic and simplest Chinese sentences, the teacher guides the students to carry on the stylized dialogue, and the classroom questioning becomes the scripted dialogue training. After further mastering relevant Chinese knowledge, classroom questioning is the teacher's targeted guidance and expansion.

2.1.2. Classroom Questioning Is An Effective Way to Create Classroom Atmosphere

By classroom questioning, between students and teachers, students and students interact in the time, break the pure teaching output mode, can not only make students participate fully in the teaching process, concentrated attention, class can inspire students autonomous learning interest, enthusiasm and creativity, create a good classroom atmosphere, but also help teachers have a good interaction with students, It is convenient for teachers to guide students to participate in teaching activities.

2.1.3. Classroom Questioning Is An Effective Way to Test Acquisition

Compared with other testing methods, classroom questioning is the most direct, the most convenient and the most reflective of teaching results. Based on the teaching content of this class, teachers clarify key and difficult points, set targeted questions, interact with foreign students by asking questions in class, and analyze their answers. Teachers can get teaching feedback in time and master the current learning situation of foreign students, so as to carry out teaching work more closely with the teaching theme.

2.2. Research on Classroom Questioning Strategy in Primary Teaching

In the teaching of Chinese as a second language, various factors should be fully considered in the design of classroom questioning, which should be combined with the principle of interactive communication, the principle of student subjectivity, the principle of time line, the principle of question feedback and so on.

2.2.1. The Principle of Interactive Communication

In the primary stage of teaching Chinese as a foreign language, due to the weak foundation of foreign students, some students even have no foundation, the course teaching should focus on the cultivation of listening and speaking ability. In the initial stage, students need to memorize a lot of language knowledge, so students should practice repeatedly, through a large number of high-frequency input, to strengthen students' memory of pronunciation, intonation, vocabulary, sentence patterns and so on, and constantly enhance students' language sense. [1]

2.2.1.1. Pay attention to the interactive communicative function of classroom questioning.

In the design of questions and questions, one is to grasp the principle of repeatedly practicing the content of the textbook, not divorced from the content of the book, through questions to help students sort out the logical framework of the knowledge of the textbook, that is, what to learn, why to learn the content of this section, how to use the learning content for communication; The second is to not stick to the content of the textbook, in the design of the problem to find the basic knowledge of this section and the interaction of actual life, to guide and train students divergent thinking; Thirdly, we should keep in mind the interactive communication function. When practicing the content repeatedly, we should also tell the students what this section is about and how the second language users use relevant words and phrases when talking about this topic.

2.2.1.2. Pay attention to the reality of life

In order to achieve the goal of cultivating communicative competence, it is necessary to integrate these topics, related words and exercises into real and vivid language training. [2] In the course question design, the question setting should be based on the textbook and be closer to real life, rather than repeating the content of the textbook. Typical examples from the real life conversation materials of native speakers of the second language should be selected for expansion. In class questioning, it is necessary to restore the communicative interaction scenes in daily life, and closely combine the actual life to ask questions in class and carry out dialogues. At the same time, students should also understand that there are certain differences between written language and spoken language in the process of communication, why textbooks say so, but in real conversation, they should say so.

2.2.1.3. Focus on immersive learning experiences

In the process of second language elementary teaching, because foreign students Chinese foundation is weak, if it is directly exposed in the context of Chinese they will be under pressure from large corpora, appear very vacant, uncertain, and even full of fear, it will directly affect the enthusiasm of learning Chinese, so the classroom became the best corpus, in the process of classroom teaching, The immersion teaching method should be adopted to basically use the second language for teaching as far as possible. The method of introducing the new with the old

should be adopted to explain the unknown knowledge points with the learned knowledge points. In the immersion learning experience, difficulties in the course should be scattered during the teaching process, and important knowledge points should be elaborated. Most of the remaining time should be repeated practice by asking questions in class, which should be directly connected with the use of the second language without too much translation or explanation.

2.2.1.4. Pay attention to the auxiliary teaching function of body language

In the process of teaching Chinese as a foreign language, teachers should not only have excellent professional knowledge of teaching theory and superb teaching skills, but also must master the use of body language. Classroom teaching practice has proved that the rational use of body language can make teachers more amiable, effectively improve students' classroom emotions, mobilize students' participation in class, and make students have deep and lasting memories of the teaching content [3]. In the classroom questioning, the correct use of body language can often receive better results, such as accurate grasp of the dialogue distance, keep smiling, appropriate eye encouragement and affirmation.

2.2.2. The Principle of Student Subjectivity

Due to differences in living habits, ways of thinking and personalities, international students often take different attitudes towards teachers' questions in class, which may be active or resistant, which need teachers' active guidance. In the teaching process, it is beyond doubt that students should always be the subject.

2.2.2.1. The questions are designed to meet students' interests

The key to arouse international students' interest and enthusiasm in learning and form a good situation of extensive participation lies in whether the curriculum design can make students interested. In the question design, the students are interested in things, people, topics and other related content, combined with the actual life and knowledge points they have learned, the introduction of questions from the simple to the deep, so that the classroom questions become semi-open, so that students "have something to say", but also convenient for teachers to standardize and guide. In the process of questioning, teachers should continue to follow up the topics that students are interested in, and guide students to appropriately expand and express their ideas on the basis of existing knowledge.

2.2.2.2. The choice of questions

There are two ways of asking questions: one to one and one to many. One to one questioning can be focused, selective and purposeful, accurately find the crux of the problem, the right medicine, students progress faster, but often time-consuming and energy, suitable for small class teaching; One to many questioning can grasp students' learning situation as a whole, adjust the general direction of teaching in time, and contribute to students' overall progress, but some specific problems can not be involved in all. In the primary teaching stage, one to one teaching method should be adopted, and one to many questioning method should be used as auxiliary teaching means.

2.2.2.3. Students' attitude towards questions in class

Some students are active in class, answer questions with high enthusiasm and interact with teachers more, while some students are not good at expressing themselves in class for various reasons and have less interaction with teachers. In view of different students' different responses to class questions, teachers can ask whether there are students who volunteer to answer questions at the beginning of class questions, and encourage students who seldom answer questions to participate in answering questions through the motivation of students who volunteer to answer questions. For the students who are resistant to answering class questions, we can adopt the way of group question and answer to infect these students through the atmosphere of answering together.

2.2.3. The Line of Time Principle

Second language acquisition should be gradually accumulated on the time line. The longer the class learning time, the amount of second language knowledge mastered by students gradually increases, and the classroom questioning and answering should gradually develop from the initial practice of following and reading to the ability to answer questions in a divergent way.

2.2.3.1. Change from a single problem to a chain problem

After the students have a certain foundation of Chinese, a single question can no longer meet the needs of students' daily communication and interaction, so classroom questions should be adjusted in time. Chain class questions should have a certain ability to think, and then step by step, the difficulty of the question should have a certain span.

--Do you think you understood yesterday's lecture?

-- What do you think are the highlights?

-- Can you interact with what you're learning?

Such interlocking questions can let students summarize and reflect on themselves, refine key points, and take the initiative to use what they have learned to communicate and interact.

2.2.3.2. From one to one to independent discussion

In the primary teaching stage, teachers guide students to participate in and complete the conversation. Although students have the right to lead the conversation, they still need to communicate and discuss in the context frame created by teachers, which is contradictory to students' desire to take the initiative to speak. Therefore questions in class, the teacher can according to the student actual demand, combining teaching materials related, creating an open discussion, the theme of the related topic independently by students to participate in the dialogue, discussion, scene interpretation and so on, the teacher is mainly responsible for review and summarize the related discussions and analysis, to discuss the existing problems are explained.

2.2.4. Problem Feedback Principle

The teaching process is a dynamic system with many influencing factors. To guide such a complex and constantly changing system, teachers must constantly rely on feedback to adjust their teaching. [4] This is not only a test of teachers' questions design and classroom questioning results, but also a process of students' answers, which is conducive to the common improvement and progress of both teachers and students.

2.2.4.1. Establish the idea that there are no wrong answers

After teachers ask questions in class, students' answers are the process of thinking and analyzing in the target language, sorting out and elaborating the thinking process and results in the target language. Students' answers may differ in some forms of pronunciation, vocabulary and grammar, but teachers should adopt a tolerant attitude towards their answers and affirm their thinking process. Students who answer questions correctly should be highly recognized and praised; For the students who have a deviation in the answer, we should affirm the results of their thinking work, point out the crux of the problem, teachers and students cooperate to find out the relatively standard expression, encourage students to continue to explore the problem, increase their confidence. Anyway, The comments should be mainly encouraging, even if students cannot answer or make mistakes. [5]

2.2.4.2 Guide students to discover and correct their mistakes

In the early stage of primary teaching, problem feedback is the correction of mistakes made when students simply and repeatedly practice textbook content, that is, the standardization of basic pronunciation, vocabulary, intonation and sentence. In the latter stage of primary teaching, through observation and analysis of students' answers to questions in class, this paper points out the root causes of semantic ambiguity and non-conformity to grammatical norms in

students' use of language. [6] No matter in the early, middle and late stages of primary teaching, teachers' classroom questioning feedback is not to directly correct students' mistakes, but to make students actively realize the deviation from correct expression through correct demonstration and guidance or pointing out the root mistakes of students' understanding, so as to standardize their own expression.

3. Conclusion

Teaching Chinese as a second language is a test of teachers' teaching skills. The primary stage of teaching Chinese as a foreign language is the key stage for international students to lay a solid foundation of Chinese knowledge, which has an important impact on the future learning of higher stages. Teachers in this stage are faced with greater challenges and need more rich teaching experience, solid teaching foundation and superb teaching skills. Understand and master the four principles of classroom questioning strategy, interactive communicative principles provides the basic follow for primary teaching Chinese as a foreign language, student subjectivity has been clear about the teaching subject and students interests as the starting point to carry out the teaching principle, time line is pointed out that to carry out the teaching must consider students accept ability step by step, problem feedback principle pay more attention to students find and correct their mistakes, Can make the primary stage of teaching Chinese as a foreign language better.

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