

Exploring the Design Strategy of English Reading Class Based on “Question Chain”

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Abstract: In high school English reading teaching, teachers use questions to build scaffolding for students. Students read, think and self-assess with the help of questions. Therefore, the effectiveness of teacher question design plays an important role in improving students' English language core accomplishment. Teaching activities must be carried out in the form of questions. The quality of questions raised in the teaching process can help students clarify their thinking and directly affect the effect of classroom teaching. "Question chain" is based on students' cognitive level, combined with teaching objectives, in the teaching process to design moderate difficulty, interlocking questions, to help students establish diversified learning habits and thinking. A chain of problems is a series of coherent, hierarchical, logical, integral, progressive and interlocking problems. Question chain design can ensure the effectiveness of questions, provide paths and guarantees for the development of students' thinking quality, and provide methods and motivation for the improvement of teachers' professional quality. This paper focuses on the connotation and design principles of question chain teaching, and discusses the design strategies and principles of English reading class based on question chain based on the background of middle school students' English reading class.

Keywords: Question Chain; Reading Class; Teaching Strategy; Teaching Design.

1. Introduction

Classroom questioning is one of the most important activities in the English reading classroom, not only to increase teacher-student interaction and motivate students to learn but also to test students' knowledge. Therefore, how can teachers ask questions in the reading classroom? What kind of questions to ask? There is a great value of inquiry, because effective questioning can improve students' reading performance and enhance their interest in reading. Therefore, this paper aims to find out how to effectively apply the "question chain" teaching method.

(1) Background Information

The High School English Curriculum Standards requires that junior high school students should reach the English reading level--to infer the meaning of words from the context and understand the logical relationship between the sentences in the paragraph. The requirements for English reading are not limited to understanding the superficial meaning of the passage. Instead, it advocates the use of judgment, analysis, reasoning and other ways of thinking to understand and express deeply. Opinions on Strengthening the Proposition Work of Junior High School Academic Level Examination made by National Ministry of Education in 2019 puts forwards that examination proposition should guide teachers to actively explore the question-oriented teaching approach with deep thinking. The proposition should pay attention to testing the thinking process, innovation consciousness and the ability to analyze problems and solve problems. Therefore, it is particularly important to cultivate students' thinking ability in reading teaching.

(2) Purpose

The New Curriculum Standard points out "Thinking quality is the ability and level of thinking in logic, criticism, innovation and other aspects. The development of thinking quality helps to improve students' ability to analyze and solve problems, enabling them to observe and understand the world from a cross-cultural perspective, and make a correct value

judgment on things." As the main position of English learning, the classroom plays an irreplaceable role in the cultivation of thinking quality. Hierarchical, logical and deep questions in class can stimulate and maintain students' interest in learning, guide students gradually understand the deep meaning of the passage and mining the meaning and values behind the passage. It can also help students form a positive emotional attitude, correct values and diverse social and cultural consciousness while mastering comprehensive language skills at the same time. So, this research begins with the current situation analysis of question-chain design in junior high school English reading instruction and focuses on how to optimize the question-chain design in reading instruction through literature reading with the purpose of training students' logical thinking, critical thinking and creative thinking and so on.

(3) Significance

First, optimizing the design of question chains can effectively improve teachers' teaching design ability and promote their professional development. Question chains are interconnected and hierarchical sums. The logical questions of the article. Guided by the goal of designing question chains, teachers will focus their attention on the whole article rather than on individual sentences or paragraphs, avoiding scattered, disordered and poorly integrated questions. The design of question chains can also prompt teachers to study the text carefully, analyze it in depth, dig into its deeper meaning, and avoid shallow reading. The design of question chains can prompt teachers to pay attention to the difficulty and order of questions, and avoid questions that are not hierarchical and logical. The kind of teaching concept plays a great role in implementing effective teaching and promoting teachers' professional development.

Second, optimizing the design of question chains can improve students' reading ability and develop their thinking quality. Nowadays, students live in the multimedia era, and excellent thinking quality is especially important for them. A study shows that more and more students rely on multimedia

information to organize their personal views and thoughts, however, for secondary school students whose three views have not yet been formed, they are easily formed into wrong views or even extreme ideas by bad information. Good thinking quality can help students choose information effectively and evaluate it objectively, which in turn helps them to form healthy and perfect ideologies. Yang Yating (2014) points out that reading is a thinking process, and reading without deep thinking is meaningless. In reading teaching, the questions in an effective question chain are from easy to difficult, in line with students' cognitive rules; the difficulty of the questions is set in students' nearest development zone, which can effectively stimulate students' learning motivation; the in-depth reading of the text can guide students to discover problems, analyze them and solve them, thus promoting the improvement of students' thinking qualities such as judgment, analysis and innovation. Therefore, the optimal design of the problem chain has an irreplaceable role in improving students' reading ability and cultivating their thinking quality.

2. Literature Review

(1) Theoretical Basis

Questioning is a common method used by teachers in teaching, and "question chain" is a new way of questioning from the classroom. The "question chain" is a new way of designing questions from classroom questioning. Different researchers have different definitions of "question chains". A "question chain" is a new way of designing questions based on the actual situation of students. The "question chain" is a series of questions that the teacher converts from textbook knowledge into a series of questions based on the students' actual situation and the questions they may have in the process of learning. It is not simply a series of questions that are superimposed on each other, but a series of questions that are both independent and interrelated (Wang, 2010). For students, question chains are a learning strategy; for teachers, they are a teaching tool. By setting up question chains, students can gradually form a chain of information in their minds to help them better understand the text and thus improve their students' reading ability.

Wang Chong, a researcher of physics, thought that the "question chain" teaching mode is a series of teaching activities. That is, teachers design the teaching content into a series of teaching problems that are unknown to students, and organize students to solve these teaching problems. Through these activities, students can not only master knowledge, but also know the process and method of obtaining these knowledge. The connotation of the "problem chain" teaching mode is to take the problem as the main thread, which will lead students think problems independently and finally deal with the problems.

(2) International Studies

Many foreign scholars have applied the problem-based approach to reading teaching: Stanovich proposed the application of the problem-based approach to reading teaching. His research found that the problem-based approach helps students quickly obtain key information to understand reading materials, not only develops students' ability to make predictions using background knowledge and context, but also improves students' ability to decode words and phrases. Alexandra applies the problem-based approach to high school English reading instruction. He suggests that the steps for applying the problem-based approach to English reading

instruction are: asking questions, reasoning about the problem, solving the problem, assessing the problem, and summarizing and reflecting. He believes that teachers should stimulate students' cooperative spirit and develop their reading skills by creating meaningful and complex problem situations. Many scholars not only apply the problem-based approach to reading teaching experiments, but also continue to improve the problem-based approach during the experimental process: Wendy Hillman summarizes the basic structure of the problem-based teaching model, proposes a more detailed structure and elaborates it. He refined and adjusted the inappropriate parts of the structure so as to effectively reduce the problems that occurred in the structure, and used practical demonstrations to continuously improve the problem-based approach. Diego applied the problem-based approach to teaching English reading, and he found that students enjoyed thinking about problems, reasoning about them, and solving them more, and thus performed better in the classroom. Sheeba Sardar Ali found that through the problem-based approach, students were able to learn to work in teams, they could work together to deal with new situations, and develop cooperation as a lifelong skill.

(3) Domestic Studies

With the research of educational experts on problem chains in science and technology teaching, problem chain teaching is getting more and more attention and is gradually applied to liberal arts teaching. In the case of English subject, Tang Mingxia designed question chains before class according to students' actual situation and used the designed question chains to guide classroom teaching step by step, which can cultivate students' thinking ability and achieve effective teaching. Yang Pingping analyzed the problems of question chain design in English reading classroom, proposed that enough time should be left for students to think when asking questions and effective positive evaluation should be made to students, and further discussed how to apply question chains in English teaching. Hu Wenna introduces the concept and types of question chains and analyzes the effectiveness of using question chains in classroom teaching based on the current situation of English reading. Lu Feng points out that in the English classroom, the knowledge taught by teachers is often presented in a fragmented way, but through this way students are unable to link their knowledge systematically. Therefore, when designing questions, it is important to pay attention to the backward and forward connections of knowledge, and it is possible to arrange and organize the scattered knowledge in a logical order by designing a chain of "main questions".

3. Strategies

According to the research on question chains in China and abroad, we can understand that today teachers handle reading materials in a simplistic way, which leads to simplistic questions in class and students answering questions mechanically in the classroom. It is difficult to stimulate students' creative thinking and interest in learning because they can guess the end of the lesson after hearing the beginning of it. Many reading texts are both literary and practical, and can be said to be of both quality and beauty. If teachers fail to grasp the essence of the text from its characteristics, then the beauty of the text will be destroyed, and students will not be challenged and interested in extracting information from the text without processing it. Even in some open classes, teachers ask a lot of questions, but

there is no logical relationship between the questions, no systematic chain of questions, the classroom students answer enthusiastically, seemingly lively, but in reality for the students' answers tend to be mechanized, no depth and breadth of thinking, no collision of thinking sparks, can not promote the development of students' thinking ability. Pan Guiyang.

Therefore, the authors propose several strategies to help implement problem chains in the reading classroom to address the above issues.

(1) Ask questions focusing on systematic hierarchy

The design of a question chain is a series of questions based on the content and objectives of a reading text, not a single question. In order to achieve a specific goal, each question forms a complete system through a certain internal logical relationship. A systematic chain of questions can effectively connect all teaching links and maintain the coherence of the teaching process and students' thinking. The questions in the problem chain seem to be fragmented, but they are interrelated, indispensable, progressive and interlocking. In the teaching process, a series of problems is designed to solve the problem of developing students' thinking skills. Pan Guiyang.

(2) Student-centered

In other words, the whole classroom teaching is constructed with students as the core, which means that the main position of students in high school English reading teaching should be further clarified and highlighted. On the basis of respecting their existing knowledge and cognitive level, and taking into account the specific objectives and tasks of English reading teaching, we scientifically design a series of "questions" and link them together to make them into a "question chain" that can stimulate students' interest in learning, activate their main thinking, and facilitate their learning behavior. "The teacher can also encourage students to engage in independent learning. Teachers can also encourage students to engage in independent learning, to think actively and boldly about "problems", and to take greater initiative in solving them. Ding, Ning.

(3) Questions with Logic

When designing questions, teachers must first ensure that the questions themselves are scientifically sound, concise, accurate, and stimulating to students. When linking the questions, they should also take into account the rationality of logical clues, either in layers or interlocking, to ensure that the logical relationship between the questions in the "question chain" is established, so as to provide strong support when students' thinking continues to advance and to ensure that the whole reading teaching activity is carried out in a stable, deep and orderly manner.

4. Conclusion

Question chains play an important role in high school English reading teaching. The problem chains are designed

based on the students' actual situation, and they are used to lead the classroom teaching in order to stimulate students' interest and develop their thinking skills, and to achieve effective teaching. Of course, the problem chains are not always predetermined by teachers, but the valuable questions generated during teaching can supplement the problem chains and make classroom teaching more effective.

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