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Observation Report on Teacher Questioning in International Chinese Education Classroom

-- Take an Advanced Speaking Class as an Example

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Abstract: Chinese teaching classroom is an important place for teachers to use discourse communication to cultivate students ' language ability and language communication ability. Appropriate teacher classroom questioning has three positive effects: for teachers, classroom questioning has the function of evaluation and is also a means of classroom management; for students, classroom questioning can attract attention, mobilize learning enthusiasm, inspire thinking and deepen memory; for teachers and students, classroom questioning can promote the emotional communication between teachers and students. Therefore, this paper focuses on observing the types and distribution methods of teachers ' questions in the classroom of Chinese as a foreign language. By repeatedly watching the classroom records, the data statistics and analysis of the observation items are carried out, and the problems existing in the classroom questions are pointed out and relevant suggestions are put forward to provide reference for international Chinese teachers to ask questions in the classroom.

Keywords: Classroom Questioning; Teacher; International Chinese Classroom.

1. Introduction

Classroom questioning is a common teaching method of mutual communication between teachers and students in the teaching process, which has been highly valued by Chinese and foreign educators since ancient times. Classroom questioning Teachers 'questions and students' questions are one of the most commonly used forms in the many forms of bilateral activities between teachers and students. Chinese researchers believe that in classroom teaching, students need to learn a variety of knowledge, and students' ways of thinking also have different forms and levels, which requires that there should be many types and levels of questions in teaching, mainly closed and open. Teacher questions also need skills and methods, with appropriate skills to ask questions, in order to reflect the role of teacher questions in promoting teaching. And inappropriate questions will be counterproductive, according to the particularity of the teaching object, some questions can be tailored to apply its own characteristics, the teaching effect will be twice the result with half the effort.

2. The Role of Teachers' Questioning in Class

2.1. Learners

Classroom questioning is a basic teaching method with a high number of times. The level of questioning skills is directly related to the quality of the classroom teaching effect. In the international Chinese classroom, the role of classroom questioning can not be ignored.

first, For the learners, Teacher's questions have a crucial role, Classroom questions can attract attention to enable learners to keep up with the teacher, Lest the learners' low participation in the classroom, Teaching effect is not good; To motivate learners to learn, Inspire learners to actively participate in thinking and explore the answers, To gain a deeper understanding of the knowledge; Deepen learners' memory of knowledge points, Answer correctly or wrongly, Can let the learners to consolidate the memory again; It enable learners to think deeply about teachers, And when answering the questions, At the same time, cultivate the learners' objective language expression ability, Communicate with the teachers, In the event of expression errors or errors, Teachers can give timely feedback, Improve the mastery of the target language expression ability. Secondly, the teaching process should follow the student-led principle to be followed. For learners of advanced oral class, classroom questioning should give play to the initiative of learners, actively give learners the opportunity to communicate with target language, and build a classroom with multiple expression and active atmosphere. Finally, classroom questions are also a platform for learners to answer questions in time, which can reduce learners 'fear of difficulties. After answering difficult questions, they can produce a sense of achievement and enhance learners' self-identity, so that learners can maintain a good attitude and improve the efficiency of Chinese learning.

2.2. Teachers' Aspect

In the international Chinese classroom, students make the main body of learning, and teachers mainly play a guiding role, so teachers should actively play their guiding role, and reasonably arrange every link of classroom teaching. In order to improve the language level of learners, to complete the teaching task in a planned way.

First of all, questioning is conducive to teachers to complete the classroom teaching links and achieve the teaching goals. Classroom questioning is indispensable in every Chinese class. Therefore, teachers should make specific questions according to the teaching objectives in advance before the class is carried out, otherwise they will fall into chaotic and disorderly questions, making the classroom lose control and the rhythm is chaotic, resulting in poor teaching effect. At the same time, teachers should take the classroom questions as a means of understand students currently

learning, for example, before the start of a class, review the old knowledge, can use the way of questioning, testing students for knowledge before, and on this basis give specific measures, so that students can better understand the knowledge.

Secondly, classroom questioning is an important way for teachers to obtain students; feedback information. Teachers ; behavior in the classroom is to obtain good teaching results, for example, body language or verbal prompts, the main purpose is to obtain feedback from students, so as to achieve the purpose of interaction between teachers and students, and timely grasp the grasp of students; learning situation and dynamics. Master the students. understanding and application of knowledge, so as to adopt the corresponding teaching strategies to promote students to improve the learning effect. According to the classroom questions, timely change the teaching rhythm and teaching plan.

Finally, for teachers, classroom questioning is also a way to evaluate and appraise the teaching effect of teachers. Whether students understand what they have learned, whether teachers; explanation of knowledge is fully sufficient, these can be displayed through classroom questioning.

2.3. Teaching

As a teaching art, classroom questioning requires teachers to prepare carefully and make careful planning, so as to put forward appropriate questions in class to guide students to conduct in-depth thinking and learning. Flexible and appropriate questions can actively activate the classroom atmosphere, to give students a relaxed and happy, free, interesting classroom atmosphere. If teachers can improve such a classroom environment, students can think actively, give full play to their subjective initiative, and produce their own opinions. Classroom questioning not only verbal communication but also thinking process, such classroom teaching can form a good mechanism. The carefully prepared questions trigger students to think actively. After the feedback information gives positive affirmation, students' learning motivation is high, which will form a good classroom order and atmosphere. A good classroom teaching mechanism requires teachers to first understand their role in the classroom, constantly improve the level of lesson preparation and answering questions, remember to give certain appropriate questions at any time in the teaching process, encourage and affirm students to answer actively, so as to establish a good and effective interaction. Deepen the emotional communication between teachers and students, improve the content of classroom teaching and achieve the expected teaching effect. Through this effective question, teachers can fully mobilize the classroom atmosphere and achieve a good teaching effect.

3. Question Type and Question Allocation Method of Teachers in Class

Since the last century, psychologists have had a lot of thinking and inquiry about the types of questions, which are generally divided into two systems, "open and closed" and "memory and thinking". Open questions examine students' personal opinions, and the answer is not unique. Like, " Which Chinese city do you like?"; Closed questions can generally be referred to in the book or the scope given to find a fixed answer, such as" when is the class this afternoon?"; Memory questions are usually questions that students can recall according to the knowledge they have learned, such as" What did you learn in the last class?"; The thinking question is the opposite of the former, where there is no information or memory, so students need to use association to judge according to the known information. According to the data collation, the question types are divided into the following six categories:

1.Information questions: the so-called information questions, is the teacher asked students to answer the text related to "time, place, characters, events, process, process, plot, reason, results" and other related information questions, the answers to the questions are known to the teacher, some are unknown to the teacher. "Do you know there is a deadline for a marriage certificate?" (*Senior spoken language class two marriage certificate need to be valid?*)

2.Understanding issues: Understanding issues, as the name suggests, is a question of students' understanding of the teaching content. Teachers use this kind of questions to check students' understanding of the text, such as "how, why, what means" are understanding questions, teachers know the answer to the question. Such as for the second lesson, *the marriage certificate need validity* of the text content, teachers ask "the meaning of lai alive, what meaning" for this several questions, the answer to the teacher is familiar with, questions for also is relatively simple teachers, teachers raise the question of the main purpose is to test the students' understanding of the text.

3.Applied questions: Applied questions are mainly used to investigate students' ability to apply the knowledge, the difficulty is higher than information questions and understanding questions, have been separated from simple memory, such as "from tired to tired, the same meaning, can be classified and summarized, let students for example". Develop students' thinking ability, help students connect knowledge, and improve their Chinese communication ability.

4.Analytical problems: Analytical problems mainly require students to analyze the knowledge they have learned. Such problems are helpful to improve students' analytical ability and expression ability. After the teacher raises the questions, the students will understand and analyze them according to what they have learned, and summarize their own answers. The purpose of questioning is to exercise students' thinking ability and analytical ability. Give students an article, students should be able to analyze the main line of the task characters and the conditions of the story, etc., understand the general idea of the article, learn to analyze and summarize.

5.Comprehensive questions: Comprehensive questions are the overall questions of the content of the text. This kind of question requires students to synthesize, summarize and summarize what they have learned. For example, what is the main meaning of this text? What is the point of the article? Comprehensive questions are helpful to improve students 'comprehensive generalization ability. The purpose of teachers' questions is to test students' mastery of text knowledge and their ability to express key sentences as a whole. For example, senior oral English class two *marriage certificate need to be valid*? Understand the difference between marriage license and driving license or business license, the expression ability and generalization ability to students.

6.Evaluation questions: Evaluation questions require students to make their own evaluation of the characters, key words and events in the text, and to express their own ideas.

For example, the second lesson of advanced spoken language *marriage certificate need to be valid*? The teacher asked:“ Do you think a marriage should be valid? why?” “How do you understand the saying *death is better than dying*”, These questions are the evaluative questions. Students are required to make their own comments on the understanding of the marriage certificate and key words in the text in the understanding of the content of the text, and put forward their own opinions on this sentence. For the evaluative questions raised by teachers, students organize their language according to their own understanding, which is conducive to the exercise of students; language expression ability, and greatly increases their chance to speak.

4. Observe the Instructions

4.1. Study Methods

The observation method and the data statistics method are mainly used. Our observation object is a section of Chinese senior speaking class, through direct observation class, repeatedly watch the video, record before class introduction stage, new word learning and practice stage, grammar and practice stage related data, and processing and analyzing data, combined with the video of teachers and students ,classroom performance to evaluate this class teachers class questions and problem allocation is conducive to students Chinese acquisition.

4.2. Course Information

This class is taught in 2 # 707A, Yanta Campus of Xi'an Petroleum University. It is an advanced oral Chinese class with a duration of 100 minutes. The teacher is Teacher H from Xi'an Petroleum University, who adopts the combination of online and offline teaching methods, with 12 online students and 6 offline students. The teaching objects are 18 international students from different countries with Chinese foundation. The teaching content is *Should the marriage certificate be valid.*

4.3. Observation Object

The observation objects are the types of questions and the classification methods of questions in this demonstration class. For the classification of teachers 'questions, we adopted the classification method mentioned above and divided them into six categories. However, our research focused on comprehensive questions, that is, for the types of teachers' questions, our observation objects are reference questions, presentation questions and response questions. For the classification of teachers' questions, we adopt the classification method commonly used in the academic circle and divide them into five categories: students to answer before questions, voluntary students answer after questions, involunstudents to answer after questions, students answer collectively after questions, and teachers answer by themselves.

5. Analysis of the Observation Results

5.1. Statistics of Teachers' Classroom Questions

Through observation, we made statistics and sorted out the frequency and percentage of questions types and allocation methods of teachers in this class, as well as the frequency and percentage of questions types and allocation methods of teachers in each teaching stage. The main observation results are as follows:

Table 1. Statistical table of teacher classroom questioning types

problem types	frequency	percent
Information issues	1	10%
Understanding problem	3	30%
Applied problem	1	10%
Analytical problems	1	10%
Comprehensive problem	2	20%
Evaluation problem	2	20%

Table 1 shows that this lesson teacher asked 10 times, including informative questions 1 times, accounting for 10% of the total number of questions, understanding questions understand 3 times, accounting for 30% of the total number of questions, application questions 1, accounting for 10% of the total number of questions, analytical questions, accounting for 10% of the total number of questions, comprehensive questions, 20% of the total number of questions, questions 2 times, 20% of the total number of questions. We can find that most of the questions raised by the teacher in this class are understanding, but less information and application. Because information problems can not directly teach language knowledge and cultivate language ability, it only plays a role in adjusting the classroom interaction between teachers and students and making the smooth communication between teachers and students, therefore, this data is in line with the practice of classroom questioning. The number of teachers, comprehension problems is higher than that of evaluation problems, and the proportion of comprehensive problems is low. Studies have proved that evaluative problems can increase the language output of learners in the classroom, thus promoting language acquisition. The international students in this course have a certain Chinese foundation, and the classroom observation shows that they have a certain language communication ability. Therefore, teachers should add some evaluation and comprehensive problems according to the content and teaching needs that the students have learned.

5.2. Statistics and Analysis of Teachers' Classroom Questions at Each Stage

Table 2 shows that the number of questions asked in the new lesson introduction stage, the new word speaking stage, the text and the grammar speaking stage is basically the same, but in the explaining stage of new words, the questions asked account for the largest proportion. In the introduction stage of the new class, the teacher first threw out the theme of this lesson "is there a time limit for the marriage certificate", and then asked the students about their views on the marriage term. The students were very interested, so they interacted with the teacher more. Then the teacher showed the pictures of Chinese stars, showing the marriage view of the characters in the TV series, which aroused the enthusiasm of the students, and arranged the problems in the introduction stage reasonably. In the stage of new words, the teacher asked four questions, including four types: comprehension questions, applied questions, comprehensive questions, and evaluative

questions. Generally speaking, teachers mainly guide students to understand the meaning of new words, master the usage of new words, and guide students to properly use new words in context and various occasions, so in the stage of new words, teachers should ask more questions. We observed that the teacher in the interpretation of new words, lack of a lot of objects and context, making it difficult for students to understand the usage and meaning of new words. After the explanation of each new word, we should immediately select students to read the example sentences and make sentences, so that students can well consolidate the usage of new words. But in the text and grammar stage, show the proportion of the problem, the teacher let the students take turns to read the text sentence exercises, appear some boring, should adopt a variety of ways of teaching, just some comprehensive problems at the end, let students for " marriage" the text is given priority to, the lack of the analysis of the problem, this stage teachers should put forward some evaluative problems, exercise students with knowledge ability to solve practical problems, namely language communication ability.

Table 2. Statistics of teachers' classroom questions at each stage

problem types	Import link		The explanation of new words		The explanation of new words	
Information issues	1	10%	×	×	×	×
Understanding problem	1	10%	1	10%	1	10%
Applied problem	×	×	1	10%	×	×
Analytical problems	×	×	×	×	1	10%
Comprehensive problem	×	×	1	10%	1	10%
Evaluation problem	1	10%	1	10%	×	×

5.3. Statistics and Analysis of Teachers' Problem Allocation Methods

Table 3. Statistics of teacher problem allocation methods

Problem distribution	frequency	percent
Ask the students to answer before asking questions	0	0
After asking questions, volunteer students are assigned to answer them	2	20%
Involunteer students to answer	3	30%
After asking the questions, the students will answer them collectively	3	30%
The teacher answered by himself	2	20%
total	10	100%

Table 3 shows that the proportion of students answering questions is the highest, accounting for 30% each, the proportion of teachers assigned voluntary students and the teacher themselves, accounting for 20% each, and the proportion of designated students to answer before the question is 0. It can be seen that the proportion of students answering the question is high. The purpose of teachers' questions is to make all students actively participating in classroom activities, and cultivate the ability to use language to solve practical problems. Students answer the questions raised by teachers collectively, which plays a role in regulating the classroom atmosphere to some extent, but those students who are not active in class, are not familiar with the questions, or are not willing to answer the questions because of personality reasons will give up thinking and be marginalized in the classroom training. The teacher should control the number of times the students are asked to answer the questions collectively. Data show that the teacher asked the number of involunstudents is higher, it shows that the not active students are more attention, but when watching the video, we still found that one or two students answer questions is far lower than other students, in only 18 people in class, teachers should give each student equal opportunity to answer the question.

Secondly, if the teachers ask and answer too much, it will make students rely on psychology, give up thinking, and will weaken some students' right to participate in classroom activities, hit their enthusiasm, but also greatly reduce the meaning of the question itself.

6. Conclusion

International Chinese classroom teachers 'questions for teachers can test the teaching effect, for students can attract attention, enhance the memory of knowledge and consolidation, ask questions of reference questions can exercise students' paragraph expression ability, improve Chinese language communication ability due to the definition of observation object and record the inevitable error, so the statistical results of this study may deviation, hope in the later study can increase the observation of class hours, classroom questions for a more comprehensive study, for teaching Chinese as a foreign language.

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