

Research on the Questioning of the Advanced Speaking Course in TCFL

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Keywords: Advanced Speaking Course, Questioning, TCFL

Abstract: The questioning is a kind of teaching method for teachers to achieve the teaching goal. It is based on the teaching content, purpose and requirements. Questioning is an important part of the entire teaching activity. However, most of the research on questioning in oral Chinese teaching focuses on the primary oral Chinese. The goal of advanced oral Chinese teaching is to enable students to have a higher level of communication skills. And they can express their feelings accurately in Chinese and to have Chinese way of thinking. Therefore, the questioning in the advanced stage of oral Chinese teaching should improve the ability of the expression and stimulate students' interest in learning. In the current advanced oral Chinese class, the number of questions is small. The questioning is lack of communication and effectiveness. Teachers' feedback lacks guidance. The questioning must increase the opportunities for students to express themselves freely. Teachers should choose communicative topics and control the questioning mode. They should give real and effective feedback and rethink the questions after class.

1. Introduction

For the advanced Chinese learners, the main goal of questioning is not just to increase the vocabulary and grammar. Because they already have basic communication skills. In this stage, the main goal of questioning becomes how teachers can ask students to express their opinions and conduct more in-depth discussions on a particular phenomenon. Therefore, the questioning of the teacher should be based on a higher level and a wider range of communication, in order to train students to form the expressive ability in segments. And students can communicate with each other in Chinese thinking as the ultimate goal.

2. The Role of Questioning in Advanced TCFL

2.1. Providing Context to Improve the Ability to Express in Segments

In the advanced oral Chinese class, when teachers explain the meaning of words and the rules of grammar, they should try to create a language environment for the students. When teachers ask questions around a certain topic, they should add more reference. Questioning can prompt students to express their opinions in Chinese language they have mastered, and it can help students naturally enter the Chinese language environment. So as to exercise their verbal communication skills.

2.2. Stimulating Students' Interest in Learning

Effective classroom questioning can activate the knowledge systems in the student's brain and stimulate students' interest in learning. Asking questions before class can stimulate students' curiosity and lead students to think independently; Asking questions in class, teachers can grasp the attention of students in time. The appropriate questions can arouse students' emotions and form a good learning atmosphere. Asking questions after class can make students feel valued.

2.3. Providing Timely Feedback

There is plenty of information feedback in Chinese teaching process. The classroom questioning is one of them. Compared with other feedback methods, the feedback of classroom questioning is more direct and timely. Asking questions can help teachers to check details of problems. It also help teachers to check students' understanding and mastery of knowledge and assist teachers to understand the students' true interests. Teachers can analyze the differences of language level according to the students' answers, so as to timely adjust the teaching plan and teaching methods to ensure the quality and efficiency of the classroom teaching. The Questioning makes the whole teaching activities better.

3. The Main Problems of Questioning in Advanced TCFL

3.1. The Number of Questions is Small

In the advanced oral Chinese, students have the ability to express themselves autonomously. Compared with the primary stage of teaching, many teachers like to adopt the personal speech and group discussion. However, teaching cannot ignore the role of teachers, especially the role of questioning. Asking questions can lead to topics and correct mistakes in the student's expression. It also can provide appropriate intervention. The purpose of teaching can be better achieved through the methods of questioning, stimulating and transferring. In many advanced oral Chinese classes, teachers give up their dominant position. And the number of questions during the class is obviously insufficient. A topic is often discussed by students freely. The teacher did not make good use of the questioning and let it play a guiding and monitoring role.

3.2. Questions Lack of Communication

Most of the traditional Chinese teaching is based on the new words, grammar, sentence patterns and texts. Questioning focuses on the language form. The teaching progress is all conducted in a teacher-led manner. Such questioning is not very communicative. Through surveys and interviews, students in advanced Chinese speaking classes prefer to answer communicative questions. Such as expressing views and situation performances. Through observations, it is found that students are more active and motivated to answer communicative questions that indicate the opinions. Students are more willing to discuss their ideas with teachers.

3.3. Questions Lack of Effectiveness

The way to ask questions is not appropriate. In the advanced oral Chinese class, some teachers still ask inefficient questions without preparation. Such as "is it right or wrong?" or "yes or no". These questions are unable to meet the requirements of expression in segment and the teaching objectives of the advanced oral Chinese. When students respond passively, students' desire to express is

limited. And students often answer the teacher's questions with only a few words, sentences, or phrases. Apparently, the speaking opportunities of the students are more, but the quality of the students' speech is not high. Especially in the advanced stage, the students' expression ability cannot substantially improve during the class. Students can't get the communication skills that they should have in actual discourse, such as expression skills, expression strategies, body language and thinking mode, etc. The lack of students' discourse indicates that the students' desire to speak in the class is not fully mobilized.

3.4. Teacher's Feedback Lacks Guidance and Inspiration

In the advanced oral Chinese teaching, we also find that many teachers give feedback in an encouraging way. For example, the most commonly used feedback words are: "not bad, good, very good". They can improve students' self-confidence and satisfy the need of class teaching, but they do not play the real role of feedback. In other words, students can't clearly know where they answer well, why they answer well and whether there is anything to be improved. Students in the advanced stage have already recognized their own level. Simple encouragement often makes students feel that they have no progress or have no way to progress. In a long term, this will discourage students to continue learning. And it is not conducive to the improvement of students' expression ability.

4. Solutions to the Questioning Problems

4.1. Increasing Students' Chances of Free Expression

Teachers' effective questioning is an important strategy to implement interactive teaching. Scientific use of questions in advanced oral Chinese classes can not only promote class interaction, but also optimize class structure. How many times teachers should ask depends on the actual situation. But, there is no doubt that the more effective questions, the more opportunities for students to communicate. And there will be more language output in the acquisition of second language. Therefore, the advanced oral Chinese teachers should think deeply to design the questions in the preparation stage and increase the number of questions before class. Teachers can also ask different students in turn by using the same question, increasing the total amount of questions and increasing the chances of expression.

4.2. Choosing Communicative Topics

In the advanced oral Chinese class, students have mastered a large number of vocabulary and various grammar patterns which can be used flexibly. So teachers do not need to spend too much time to explain the new words and grammar rules for students. Since the answers to the communicative questions are open, it can arouse students' interest and promote students to participate more actively during the class. While improving students' understanding and expression ability, the communicative questions can make the atmosphere relaxed and active. When designing a question, it is necessary for teachers to pay attention to the content of the student's learning and lives. It is important to combine the students' actual needs from shallow to deep. It is essential to arrange the order of the questions and gradually guide the students to answer questions. In addition, according to the students' wishes, teachers can appropriately add some situation performance. Teachers set up some scenarios and group students. If students play freely, they are immersed in interesting activities. This will enable students to participate in learning actively and help students improve their expression abilities .

4.3. Paying Attention to Control the Questioning Mode

In the advanced oral Chinese teaching, a single question-and-answer form is not conducive to mobilize students to perform actively. Teachers should assign various questions according to the different levels of students and the difficulties of the problems. Teachers should adopt strategies as much as possible to encourage students to participate in teacher-student interactions. And they should guide students to answer questions voluntarily. While maintaining student enthusiasm, teachers should also pay attention to the principle of equal opportunity. If the teachers want to maintain a certain amount of collective answers, they should adjust the difficulty of the question and increase the fun of the question. In order to improve the effectiveness of questioning, teachers should guide students to close to the perfect answer and reduce the unnecessary self-answering. However, teachers should pay attention to controlling the amount of various questions in a certain range. Excessive use of a certain type of questioning will result in uneven distribution of opportunities and reduce student enthusiasm.

4.4. Giving Real and Effective Feedback

First of all, in advanced oral Chinese teaching, teachers' feedback must be sincere, objective and appropriate. When teachers' feedback is limited to form, it will lose its due effect. For excellent respondents, teachers can strengthen the positive evaluation or further questioning. This kind of feedback has both praise and further evaluation. So students can truly feel the joy of success and enhance their self-confidence. Their desire for further study is inspired. For students who answer incorrectly, teachers should use euphemistic tone to correct mistakes and encourage the students, rather than praise them perfunctorily. For students whose answers are not accurate and complete, teachers should not interrupt them in the middle of the student's answer. Teachers had better not deny the students' answers and correct the mistakes. Because all these action will strike against the students' self-confidence. The right way is to guide and inspire them to find the correct answer.

4.5. Teaching Reflection on Questioning

How to ask questions effectively in TCFL is a skill that Chinese teachers should have. Increasing the awareness of asking questions can help teachers to understand their own teaching more clearly. It can also help teachers ask the right questions at the right time. Teachers should record their own questioning and transfer the recordings into written drafts. Analyzing what kind of questioning and forms they use, teachers had better check the way they use after class. Then they can evaluate whether the use of these questions meets the expected goals. At the same time, teachers and their colleagues can also find problems through classroom observation and group preparation, etc. In this way, teachers can solve problems in time and strive to improve the efficiency of questioning.

5. Conclusions

The questioning is one of the most important components of Chinese teaching. The level of questioning affects the efficiency and quality of teaching. The main purpose of teaching Chinese as a foreign language is to cultivate students' abilities and habits to communicate in Chinese. It shows that the questioning is the most effective communication between teachers and students in Chinese class. Questioning has great significance in Chinese teaching. Especially in the advanced oral Chinese. Students need practical questions to guide them in language output. Combined with the analysis of teaching theory and the actual teaching observation, we know the number of questions are not enough. There are less communicative and effective questions in the advanced oral Chinese

teaching. And teachers' feedback lacks guidance. By increasing the opportunities for students to express themselves freely, teachers should choose communicative topics and pay attention to control the questioning mode. Teachers should give real and effective feedback and reflect questions after Class. All teaching strategies mentioned can solve the problem of questioning.

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