

The Implementation Path of the Questioning Strategy of Elementary School Language Reading Teaching under the New Curriculum Concept

Liu Liqin, He Liangli

College of Education Science, Gannan Normal University, Ganzhou, China, 341000

Abstract: *The inclusion of "questioning strategies" as a reading strategy in the unified primary language textbook shows the importance of reading strategies in elementary school learning. This also shows that "questioning" is no longer limited to simple language expressions, but is a form of logical thinking. It is a way to develop students' critical thinking, their questioning spirit, and their sense of questioning, and to promote deeper reading of texts. In this paper, takes the unified version of the fourth grade book questioning strategy unit as an example, and proposes to unify the unit content, clarify the teaching objectives; closely follow the teaching objectives, select the teaching content; make good use of teaching strategies, optimize the teaching process, and explore the implementation path of the questioning strategy of primary language reading teaching.*

Keywords: *Elementary school language, Reading teaching, Questioning strategy*

The Language Curriculum Standards for Compulsory Education (2022 Edition) clearly states that the reading objectives in the middle section require students to be able to question and dare to ask questions about what they do not understand in a text. ^[1]The new standards set a higher standard for students' reading ability. Reading learning no longer stops at mastering words and phrases, and the comprehension of texts requires students to actively think and dare to question, and make their own judgments in exchanges and discussions. This unit is the second unit of the Unified Edition of the first book of the fourth grade (hereinafter referred to as the "Unified Edition"), the teaching goal is to master the questioning strategy, the teaching content arrangement focuses on "questioning" as the main line, in order to guide students to master the reading method, the development of higher-order The goal is to master questioning strategies. How can teachers effectively implement the teaching of questioning strategies to promote students' mastery of learning strategies in the reading strategies unit? The author will discuss the implementation of questioning strategies based on the text, from determining the teaching objectives, selecting the teaching content, and implementing the teaching process.

1. Integrate unit content and clarify teaching objectives

Instructional goals are expectations and projections of the learning outcomes students will achieve during or after actual instruction in the course of teacher-student activities^[2]. In teaching reading questioning strategies, teachers can coordinate the content of the entire unit and set teaching objectives based on the whole. The unified version of the reading strategies unit is organized in such a way that the questioning strategies point to a rigorous combination of internally connected parts that follow the basic path of questioning strategies. The first three texts are intensive reading texts, and the last one is a skimming text. The four texts have their own focus on questioning strategies, showing a gradual learning process from shallow to deep.

1.1 Focus on the introduction of the unit

The unit introduction is located at the beginning of each unit, usually with concise language, concise expression, revealing the unit content and learning points in a concise manner, is an important element of teachers' teaching and students' learning. The short eight word introduction to the unit begins with the phrase "To learn is to have no doubt, to doubt is to have progress", which directly points out that learning is important in questioning and motivates students to ask good questions and enjoy asking questions. The language elements point to questioning strategies, clearly indicating that learning in this unit will focus on thinking about problems from different perspectives and asking questions. By analyzing the unit

introduction, it is clear from the overall perspective that students should be good at thinking from multiple perspectives in this unit, develop an awareness of questions, foster the development of higher-order thinking, enhance the breadth and depth of their reading comprehension, and improve their reading skills.

1.2 Compare reading prompts

Reading prompts often appear at the beginning of a text to indicate how the text is to be studied or what is required to be studied, providing students with distinct directions for independent reading. As a reading questioning strategy text, each text follows the basic requirements of the questioning strategy and has a reading prompt below the topic. Teachers can study the reading prompts to provide a reliable basis for clarifying instructional goals. The first intensive reading text in this unit, "Five Peas in a Pod," is set up around the questioning strategy of partial questioning and full-text questioning, which is intended to train students to master this type of questioning, to be able to boldly question, and to develop students' ability to read independently and think positively; "The Secret of Night Flight" focuses on a multi-angle questioning style, guiding Students can ask questions from different perspectives, such as the content of the text, writing techniques or learning inspiration, and learn to ask good questions; "The Century of Calling the Wind and Rain" focuses on guiding students to pay attention to marginal criticism and sample questions, cultivating students' ability to filter questions, selecting questions that help them understand the text, and learning to ask good questions; "The Butterfly's Home" starts with students' independent reading, focusing on students' ability to use questioning strategies comprehensively. The four lessons have progressive teaching objectives. The teaching objectives of the four lessons are progressively presented in a gradient of interesting questions, methodological demonstrations, and independent practice, reflecting a clear hierarchy.^[3]

1.3 Focus on post-lesson exercises

The post-lesson exercises contain a wealth of editorial intent and targeted teaching points. The unified version of the textbook provides important clues to the important and difficult points of the lesson with the help of the post-lesson exercises, and provides a reliable reference for teachers to set teaching objectives. In setting teaching objectives, teachers should pay attention to the post-lesson exercises and fully explore their value. In this unit, the post-lesson exercises of the three intensive reading texts are set up in a way that closely follows the learning requirements of the reading questioning strategy and corresponds to the reading prompt of the lesson. Question 1 of the post-lesson exercise on "Five Peas in a Pod" clearly reflects the teaching goal of independent learning and active thinking; Question 2 focuses on the consideration of local issues in the text. The questions of the post-lesson exercises are set around different perspectives, with obvious relevance and direction. The post-lesson exercises of The Century of the Calling of the Wind and Rain highlight the screening ability of reading questioning strategies.

2. Focus on teaching objectives and select teaching contents

The teaching objectives of the reading questioning strategy unit must be achieved through bilateral activities between teachers and students. The content of questioning strategies has not been clearly defined in the elementary school curriculum standards, so the choice of content is particularly important in the teaching of questioning strategies. Generally speaking, the content of teaching includes both the use of the textbook and the creative processing of the textbook by the teacher, i.e., the reconstruction of the teaching content.^[4] Thus, teachers can choose the appropriate content according to the textbook and the learning situation.

2.1 List of observation questions

The layout of the unified textbook follows the cognitive level and psychological development of students. As a unit on reading strategies, this unit includes a list of group questions and a sidebar for each text in the close reading exercises section. The group lists for each text have three questions that focus on questioning strategies and provide clear examples of reading questioning strategies for classroom instruction. Five Peas in a Pod encourages students to ask questions by organizing a list of questions and using bubble language to provide prompts for the group lists. Question 1 is a question about part of the text, while question 3 is a question about the whole text. The Secret of Night Flight asks students to discuss a simulated situation based on the given list of group questions and to talk about what they have learned. The three young students responded to the list of questions and made judgments from different

perspectives, including the content of the text, the techniques used in the text, and the insights from the text. For example, question three was based on students' independent reading of the text and then asking and attempting to answer it in the context of the insights gained. The list of questions in *The Century of Calling the Wind and Rain* is different from the previous two, with the addition of sidebars to guide students to be good at sifting and screening the questions that arise from their reading, some of which do not affect their understanding of the text, some of which can help me understand the text, and some of which can provoke deeper thought. The questions go from shallow to deep, from easy to difficult, and inspire students to dig for questions that make them think deeply when they ask them.

2.2 Linking language gardens

As the last section of the unit, the language garden is usually an extension and summary of the key knowledge of the unit. In this unit, both the Communication Platform and the Daily Learning section link well to the learning of reading questioning strategies. The communication platform provides an overview of questioning strategies through the children's sharing with each other. The four children's conversations also highlight the content of the unit. The first child's experience was "When I read, I need to use my brain to think and actively ask questions." The fourth child shared "We need to develop the habit of asking questions and being good at asking questions." His learning experience fits the basic requirements of questioning strategies and is worth learning from. The content of the platform also provides useful reference for teachers in choosing the content of questioning strategies. In the section on "Asking Questions", we use quotations from famous people to expand the content of questioning, encourage students to ask questions, and further develop their critical thinking. The best interpretation of the questioning strategy is "A wise man cannot learn without learning and does not know without asking".

2.3 Students' existing experience

To highlight the importance of reading strategies for student learning, the unified version has four distinctive units on reading strategies. They begin in third grade and are scattered throughout the text at different grade levels. Among them, predictive strategies are studied in third grade, meaning that students have already been exposed to the learning of reading strategies. The study of predictive reading is also interspersed with close reading texts, and the combination of textual marginalia and post-lesson questions promotes students' mastery of basic prediction methods. The editor uses marginalia to present the reader's thinking about prediction strategies as they read the text, providing an effective model for students. The post-lesson practice questions subtly guide students to make predictions about the text based on specific clues or content. The layout and design of the two units are similar, so teachers can build appropriate scaffolds to transfer students' existing learning experiences and knowledge base to the new questioning strategies.

3. Make use of teaching strategies to optimize the teaching process

The teaching objectives of the questioning strategy unit are more directed at students' ability to use reading strategies independently.^[5] Therefore, in the teaching process, teachers need to change the traditional teaching concept, effectively act as the organizer and guide of reading strategy teaching, and implement the student-centered teaching concept. In the teaching process, teachers can use teaching strategies such as active guidance, refining angles, and cooperative inquiry to optimize the teaching process, build learning scaffolds, stimulate students' enthusiasm for questioning, and promote students' mastery and application of questioning strategies.

3.1 Guide and encourage students to dare to ask more questions actively

Reading is an individualized act of students and should not replace student learning with teacher teaching.^[6] The essence of teaching is the interaction between teachers and students in order to achieve common goals, based on the teaching content and the teaching materials. Reading teaching is an activity of dialogue between teachers and students, between students and students, and between teachers and students and the text.^[7] Therefore, dialogue and interaction are the main methods of reading teaching, and dialogue and communication are the main theme of reading teaching. In the process of reading teaching, teachers play the role of transmitter and guide, and have rich experience to play the role of guidance effectively. Guidance is not about teachers forcing their understanding on students or telling them pre-determined answers directly. On the contrary, in teaching questioning strategies, teachers, as

interlocutors and interactors of students' learning, should listen carefully to students' expressions, give effective guidance when students encounter confusion or do not understand, and guide students to think positively and ask bold questions.

3.2 Refine the perspective to inspire students to ask questions and enjoy them

In-depth study of the text is a basic requirement for every teacher, and it is also a must for teachers to understand the editor's intention of the material. This unit is a unit on reading questioning strategies, and the introduction of the unit directly points out in a very straightforward way that in the process of reading, one should try to think about questions from different angles and in various dimensions. In the teaching process of "The Secret of Night Flight," teachers can combine specific teaching content or use a list of questions to ask targeted questions, highlighting the hierarchy and progressiveness of different unit training goals and guiding students to think about problems from different perspectives. In teaching, teachers should be good at decomposing teaching content, layering teaching objectives, finding the tangent point of questions, and presenting different ways of questioning strategies to guide students to think about problems. Teachers should closely follow the teaching objectives, design questioning questions around the confusion points of students' understanding, break the teaching priorities, stimulate the spark of thinking collision, and cultivate students' critical thinking and higher-order thinking.^[8] For example, in the teaching of "Five Peas in a Pod", teachers can make use of the list of questions, cut into the questions set for the part of the article and the whole text, through independent reading, encourage students to think carefully and form a personal list of questions.

3.3 Cooperative inquiry, guide students to ask good and excellent questions

The collaborative inquiry approach is an important way to learn self-questioning strategies. Students' mutual cooperation is based on self-questioning, and autonomy is the cornerstone for establishing cooperation. Therefore, in teaching, teachers can guide students to come up with a list of self-questioning questions based on self-questioning through independent reading; and then analyze and compare their personal question lists through exchange and discussion among learning partners to filter quality questions that will help them understand the text. Through collaborative inquiry, a new list of quality questions is formed, and with the help of these valuable questions, each one is broken down. The divisional exchange and discussion with cooperative inquiry promotes a fierce clash of ideas and bursts forth with more quality and in-depth questions, which in turn helps students understand the text more deeply and stimulates them to think proactively and improve their comprehension skills. The cooperative inquiry approach not only helps students understand the content of the text comprehensively, but also follows the characteristics of students' physical and mental development, mobilizes students' enthusiasm for learning, stimulates their interest in learning, further opens up problematic ideas in self-questioning and group cooperation, promotes the development of thinking, and allows students to continuously harvest joy and confidence.

3.4 Putting learning into practice and guiding students to make good use of good answers

This unit is a "questioning" based reading unit with different types of texts and different learning requirements. The goal of this unit is to develop students' problem-solving skills by integrating the questioning strategies they have learned into their reading. In the teaching process, teachers can use "overall perception" as the starting point, "partial experience" as the starting point, and "overall perception" as the focus, guiding students to grasp the overall content of the text. The teacher can help students to ask questions from different perspectives and apply questioning strategies to improve their reading skills. The following is a short clip of the teaching of "Five Peas in a Pod".

Teacher: Can you say and fill in your own words?

Student: When the pods ripened, five peas were shot by a young boy as if they were bullets from a toy gun. One of the peas landed in a boarding fountain under a penthouse window. It kept growing upward and blossomed. A frail little girl watched the peas grow and slowly got better. Some of the remaining few peas were eaten by pigeons and some were soaked up by water. The little girl looks at the pea flower and smiles happily.

Teacher: The content of the article has been sorted out. What questions did you ask in the reading?

Student 1: Which of the five peas is the most remarkable?

Teacher: The five peas that lived together had different fates. Is the one that fell in the gutter really the most remarkable? What do you think?

Student 2: I think the bean that fell in the water is not so great, it just fell in the water and rose greatly, but the bean cannot grow in the water and will eventually lose its own life.

Student 3: I think the fifth bean is the most remarkable. Because it broke through many obstacles, tried to grow and finally bloomed beautifully, and also influenced the little girl, giving her the courage and strength to overcome her illness.

Student 4: I found that all the other beans think it's amazing to go far, but the fifth bean thinks it's amazing to do what you have to do.

Student 5: The title of the text is "Five Peas in a Pod" and most of the text is about the story between the fifth bean and the little girl, why is that? Teacher: How do you understand it, students?

Student 6: The article skims over the other beans but describes the story of the fifth bean and the little girl in detail to emphasize the greatness of the fifth bean.

Teacher: Students, in this lesson we tried to use a new learning method. First of all, we asked our own questions based on our grasp of the overall content of the text, some questions were asked for the whole text, while some questions were asked for the parts, and we all asked our own questions and all answered them through independent reading, so we can see that asking questions can help us understand the text.

There is a method to teaching, but there is no definite method. Teaching language reading questioning strategies has a strong practical nature, and improving students' ability to ask questions is not something that can be acquired through a particular lesson or a unit of study. As the saying goes, practice is the source of knowledge, and practice makes true knowledge. Only when students apply questioning strategies to actual reading, internalize the methods in their hearts and minds, and externalize them in their forms, can they truly appreciate the charm of questioning strategies.

Acknowledgements

First of all, I would like to extend my sincere gratitude to my supervisor—TanZheng, for her instructive advice and useful suggestions on my thesis. I am deeply grateful of her help in the completion of this thesis. What's more, I am indebted to my parents for their continuous support and encouragement. Finally, Finally, I would like to thank Jiangxi Province 2022 Youth Marxist Theory Research and Innovation Project (Project No. 22QM89 Host: Liu Liqin) and Jiangxi Province Graduate Innovation Fund Project (Project No. YC2021-715 Host: Liu Liqin) for their support.

References

- [1] Ministry of Education. *Language curriculum standards for compulsory education (2022 edition)* [S]. Beijing: Beijing Normal University Press, 2022.
- [2] Yuan Yilin. *A study on the teaching of "questioning strategy unit" in unified elementary school language*[D]. Southwest University, 2021. DOI:10.27684/d.cnki.gxndx.2021.001348.
- [3] Wang Juan. *The second unit of the fourth grade book: Analysis of the content and teaching suggestions*[J]. *Primary Language*, 2022(Z1):34-38.
- [4] Yang Qing. *On the Certainty and Uncertainty of Language Teaching Content* [J]. *Language Construction*, 2008(01):31-32. DOI:10.16412/j.cnki.1001-8476.2008.01.005.
- [5] Bu Caili. *Research on the theory and practice of flipped classroom teaching in the deep learning perspective*[D]. Shaanxi Normal University, 2018.
- [6] Zhang Benjun. *Experiential Reading Teaching in Secondary School* [D]. Huazhong Normal University, 2005.
- [7] Hong Shuangxi. *An analysis of the subject integrated teaching of geography* [J]. *New Curriculum Learning(Next)*, 2012(07):33-34.
- [8] Chen Xiangyun. *The construction of the competence system of unified primary language textbooks led by the curriculum view*[J]. *Curriculum. Teaching materials. Teaching method*, 2019, 39(03):78- 87. DOI:10.19877/j.cnki.kcjcjf.2019.03.012.