

Effective Questioning Strategies in Primary School Picture Book Reading

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Abstract

With the rise of picture books, teachers began to use picture books in teaching. However, due to some problems in the way some teachers ask questions, picture book teaching did not show a good result. Therefore, by analyzing the current situation of questioning in the teaching of picture book reading in primary schools, this paper points out the problems of single evaluation method and various questioning contents, and puts forward targeted solutions to help teachers effectively ask questions in teaching, such as paying attention to the suitability of questions, using progressive questioning, etc., in order to stimulate students' reading interest and thinking ability, and improve the teaching effect of picture book reading.

Keywords

Primary School; Picture Book Reading; Effective Questioning.

1. Introduction

The English curriculum standard puts forward that in English teaching, teachers undertake the task of cultivating students' basic English literacy and developing students' thinking ability. At present, picture book reading is increasingly valued in primary education. Picture book reading refers to a kind of targeted and planned educational activities carried out by teachers based on the students' physical and mental development and the characteristics and needs of children's physical and mental development. It can effectively stimulate students' interest and imagination in reading through the form of pictures and texts, and also cultivate students' reading experience and skills imperceptibly. One of the key points that really highlights picture book reading is that teachers should be able to ask questions and ask good questions. Questioning is a conventional teaching behavior. Teachers' questioning is that teachers use different forms in teaching situations according to certain teaching requirements, including language, facial expressions and gestures, to create question situations, so as to arouse students' reaction, encourage and inspire students to answer questions through thinking.

However, in the actual English teaching, inefficient questioning leads to the lack of depth of students' learning and the poor quality of teachers' reading teaching. In order to play a positive role in classroom questioning, teachers must use good questioning strategies to question the corresponding content in line with the article in a good question situation. Good questioning strategies can effectively develop students' cognitive ability, stimulate students' thinking, promote students' participation, and improve students' English literacy.

2. The Problems of Questioning Ways in Primary School Picture Book Reading

2.1. More Closed Problems, Less Open Problems

Open questions refer to less restricted ways of asking questions that can provide students with more room to play, usually with words such as "why" and "how". However, closed questions

cover a small area and the answer is unique. In the process of picture book teaching activities, most teachers put forward closed questions in order to guide students to think and answer in accordance with the preset direction of teachers. For example, taking the picture book teaching of "Three Little Pigs" as an example, the open questions include "what kind of houses have the three little pigs built respectively?" "How do they build their own houses?", while the closed questions include "how many houses have they built?" "Whose house is stronger?" the cognitive ability and discrimination ability of primary school students need to be improved, so it is very necessary to use closed questions in teaching. However, closed questioning should also follow the principle of moderation. Too many closed questions often do not require students to think too much and are not challenging for students. Teachers' long-term use of closed questions will make students feel boring in reading and gradually lose interest in reading. At the same time, it is not conducive to the development of students' thinking ability, limiting their divergent thinking, which is contrary to the original intention of using picture books for teaching.

2.2. Single Evaluation Method

When students answer teachers' questions, there are generally two main forms, collective answer and individual answer. The collective answer is conducive to the activities of the atmosphere. At the same time, full participation can also pool wisdom and promote the smooth development of teaching activities. However, the collective questions are often repeated and simple sentences, and each student's answer is based on the teacher's preset, so the teacher cannot correctly evaluate each student's learning. Individual answers can reflect the learning differences between children, but the course time is limited, and not all students have the opportunity to express themselves.

Secondly, teachers' evaluation methods after questioning are often single, lacking diversity and flexibility. This single evaluation method can not only stimulate the enthusiasm of students, but also inhibit the development of students' thinking. For example, after students answer questions, teachers often simply give "right" or "wrong" evaluation, without further guiding students' thinking and development. This evaluation method ignores students' individual differences and creative thinking, which is not conducive to the improvement of students' reading ability.

2.3. Too Many and Trivial Questions

In traditional teaching activities, teaching is teacher centered, and teachers completely control the thinking direction of students. In recent years, with the deepening of curriculum reform, teachers have realized the need to return the classroom to students and integrate heuristic teaching and dialogue teaching into teaching activities, but there has been a phenomenon of cramming questions in the classroom. For example, a teacher asked students nearly 60 questions just about the cover in the teaching activity of "not a feather can move!". These questions are not the focus of our teaching, which led to the neglect of the guidance of the overall plot and theme of the picture book. This trivial way of asking questions will cause students to pay too much attention to details and fail to understand the deep meaning of picture books, which will affect students' overall reading comprehension ability. Too many unimportant questions will destroy the time proportion of the activity. Continuous questions are easy to make students forget the questions and do not know which questions to answer.

3. Strategies for Effective Questioning

3.1. Pay Attention to the Appropriateness of Questioning

For teachers' questions, both quantity and quality should be carefully considered, and there should be no cramming questions. Especially in picture book teaching, teachers should adhere to the principle of "enough, enough, picking peaches" when designing questions. The questions

should conform to students' cognitive level, guide students' further development, stimulate their curiosity and improve step by step while considering students' existing knowledge level. When reading the picture book "the lion is the lion", the teacher can guide the students to observe the state changes of the lion before and after, and then ask the students: Why did the lion change so much? Do you think there is any basis for the lion's transformation? Teachers beat the conflict between students' original cognition and reading, improve students' critical thinking ability, so as to promote the cultivation of students' logical thinking. At the same time, other open and appropriate questions can also cultivate students' divergent thinking to a certain extent. No matter how many questions are asked, the quantity does not lie in the quantity, but in the precision. When teachers need to think, how to throw these questions to students and guide students to think actively. If some questions are too simple and simple, students' thinking will become rigid, which is not conducive to the further development of their language and thinking ability.

3.2. Use Progressive Questioning

Progressive questioning can guide students to understand the contents of picture books from shallow to deep and cultivate students' logical thinking ability through gradually in-depth question design. For example, when explaining the picture book "Three Little Pigs", teachers can start with the simple question "what kind of houses have the three little pigs built?" gradually go deep into "why is the third little pig's house the most secure?" and finally extend to "what truth does this story tell us?" this questioning method can help students build a logical chain from the specific plot to the abstract theme. The design of progressive questioning should pay attention to the characteristics of students' cognitive development and the hierarchy of picture book content. For example, teachers can combine the rhythm of the development of the story, from the character's behavior, the development of the plot to the overall meaning of the story, and avoid the jump of the problem leading to the students' thinking fracture. At the same time, this step-by-step questioning method can take care of most students in the class, so that students at different levels can effectively participate in the classroom interaction. In addition, teachers can dynamically adjust the difficulty and depth of questions through the question feedback mechanism to ensure that the question design matches the students' cognitive ability.

3.3. Use 4f Rule Skillfully

The "4f" questioning method is a questioning structure put forward by Roger Greenaway, a British scholar. It is also called "dynamic recycling bad", and it is a theory of "guiding reflection". 4f refers to fact, feeling, finding and future respectively. Through these four questions, teachers can guide students to think deeply about the contents of picture books from multiple perspectives. For example, teachers can ask "what do you see in the picture book?" (fact), "how do you feel?" (feeling), "what do you find out?" (finding), "what enlightenment do these have for your future?" (future). For example, when teaching the picture book "Three Little Pigs", teachers can design questions according to the 4f rule, such as "what are the main characters and events in this story?" and "what materials did the three little pigs use to build houses?" (fact), "which little pig do you like best? Why?" (feeling), "why is the third little pig's house the strongest?" (finding), "if you become an architect in the future, how will you build houses?" (future). This questioning method includes not only open-ended questions, but also closed-ended questions. Compared with a single questioning method, it can stimulate students' interest and sense of participation, cultivate students' comprehensive thinking ability and reading literacy, and make picture book reading more vivid and effective.

3.4. Employ Questioning Techniques

Questioning is not the teacher's single pass to throw all kinds of questions one by one to the students, but to help students find the direction of thinking and inspire students' thinking

through questioning. Therefore, teachers need to pay attention to certain questioning skills to improve the effectiveness of questioning.

First of all, teachers should be good at using body language to convey information. It is said that children are the most gifted observers and imitators. Students can get a lot of information from teachers' words and deeds, so teachers can make full use of this to carry out teaching activities. For example, when making eye contact with students when asking questions, students may realize that the teacher is paying attention to themselves under the teacher's eye contact, so they can think more seriously and answer questions actively. Secondly, teachers can use facial expressions to express their encouragement to students. Students are very sensitive to the teacher's attitude. Looking at students' questions with a smile can make students feel the teacher's affirmation of students. And if the tone or expression of the teacher when asking questions shows surprise, it will stimulate students' curiosity and thirst for knowledge. Finally, teachers need to implement language assistance. When asking questions, teachers should clarify their intention, let students know what to answer, and make appropriate use of auxiliary language for difficult questions, so as to provide students with thinking support, so as to promote students' positive thinking. For example, the question "see this cover and guess what might happen to this story?" is interactive. The teacher can ask the question by integrating auxiliary language: "who is imaginative and resourceful can look at this picture and guess what might happen to this story?" the auxiliary language and the teacher's expression and other body language can encourage students to think more actively, guide students to actively explore the contents of picture books, activate students' thinking, and make teaching go on better.

4. Conclusion

Effective questioning is the key to improve the teaching effect of picture book reading in primary schools. By paying attention to the appropriateness of questions, designing progressive questioning, using the 4f rule and skillfully using questioning skills, teachers can stimulate students' reading interest and thinking ability, and improve the quality of picture book reading teaching. In the future, teachers should continue to explore and innovate questioning methods to better meet students' reading needs and promote students' all-round development. Teachers can continuously improve their questioning skills and teaching level by participating in professional training, exchanging experience with other teachers and reflecting on teaching practice, so as to create a richer and more effective picture book reading experience for students.

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