

Exploration of Chinese Novice Teachers' Teaching Practices and Questioning in Teaching English Reading Classes

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Abstract

This article aimed to study (1) explore Chinese novice English teachers' teaching practices in English reading comprehension classes (2) analyze the types of questions used by Chinese novice English teachers in English reading comprehension classes, the sample was five novice teachers from Yunnan Province, China. They were selected by purposive sampling method from the research population of 22 teachers. the instrument for collecting data was classroom observation checklists of 10 lessons of, 5 lesson plans and 5 teacher journals. Analysis data by Descriptive statistics and Content Analysis. The research results were found as follows;

1. In teaching practices, Chinese novice English teachers clearly communicated their teaching objectives, effectively focused on reading content, teaching resources, and had strong reflective abilities. However, deficiencies were found in diversifying teaching methods, teacher-student interaction, extended and independent learning.

2. Chinese novice English teachers used a high proportion of low-level cognitive questions (PCT=76%) and a lack of attention to high-level cognitive questions (PCT=34%). The PCT of each cognitive level was: Remember (40%); Understand (31%); Analyze (11%); Evaluate (10%); Apply (5%); Create (3%).

Keywords: Novice teachers; Teaching practices; Teaching reading question types; Chinese English language teachers

Introduction

With the improvement of China's opening to the world and internationalization, the importance of English as a global language has become increasingly prominent. Among them, reading plays an important role in English teaching (Wu, 2013), which is an effective way for people to acquire knowledge and improve their English level. However, China's English teachers in English reading class teaching is facing some challenges. First of all, students' vocabulary is insufficient. Secondly, students' interest in English reading is not high. In addition, the students' reading purpose is not clear, the reading habit is not correct, the lack of effective reading skills and some teachers lack the necessary professional basic knowledge and teaching skills. (Zhuang, 2018). In reading teaching, by asking questions, teachers can not only

test learners' vocabulary mastery, help students deepen their understanding of the text, but also cultivate students' discourse analysis ability and evaluation ability, and promote the development of students' thinking. However, in the classroom teaching practice, there are still some shortcomings in classroom questioning. According to existing studies, reference questions that are conducive to cultivating students' high cognitive thinking level are rarely used in reading classroom teaching, while display questions with low cognitive thinking level are widely used (Tang, 2018). Most of teachers' questions only touch on a superficial understanding of the content of the article, lacking in-depth thinking and experience of the article (Zhang, 2016). It can be seen that it is particularly important to help students better understand text information, promote the improvement of students' comprehensive language ability, improve students' thinking quality, and guide teachers to reasonably arrange the level of questioning in reading teaching.

In China, the group of novice English teachers is becoming larger and more prominent. The professional development of English teachers has the characteristics of long-term, dynamic, practical and environment-dependent, and is influenced by both internal and external causes (Wu, 2008). The definition of novice teachers should be considered from various aspects, such as the teacher's teaching age, social recognition, professional or social group belonging, and other performance criteria (Palmer, 2005). Among them, the classification standard based on teaching age is widely adopted in China. According to Chinese scholars Liao and Lian (2002), novice teachers refer to new teachers who have just started working for 1-3 years or graduates of normal universities who have practiced in middle schools. Pan, Lian and Li (2005) refer to teachers with grade 3 titles and teaching experience between 0 and 3 years as novice teachers. It can be seen that three years is a watershed in the professional development of teachers.

This study was conducted in a vocational school in China. There are large categories of vocational schools in China, ranging from vocational middle schools, vocational high schools to vocational colleges. Among them, vocational colleges are an important part of Chinese education. According to China's National Bureau of Statistics, by 2022, China will have 3,013 colleges and universities, of which 1,489 are vocational colleges, accounting for nearly half of the total. Guided by Bloom's taxonomy, this study will use mixed research methods to collect quantitative and qualitative data to study the teaching practice and question types of English reading comprehension for novice English teachers in vocational college in China. This study can translate the research results into practical teaching guidance and suggestions, and provide effective teaching support and training for novice teachers, so as to improve the teaching quality and learning effect of English reading classroom.

Research Objectives

1. To explore Chinese novice English teachers' teaching practice in English reading comprehension classes
2. To analyze the types of questions used by Chinese novice English teachers in English reading comprehension classes

Literature Review

This part reviews the theory of Teacher-Student interaction and Bloom's Taxonomy, related studies to the English reading comprehension teaching model and cognitive level classroom questioning.

1. Theoretical Basis

(1) Teacher-Student Interaction Theory

The Interaction Theory proposed by Long (1983) is considered as a complement to Input Hypothesis, which stresses the importance of comprehensible input and emphasizes the function of interaction with others in language acquisition. He held the opinion that the interaction between teachers and students or among students can facilitate language acquisition.

Besides, Long attaches great importance to the connection between input and language environment as well as linguistic psychology. He believes that neither the internal processing mechanism nor the external language environment can unilaterally determine the second language acquisition. Researchers like Allwright (1984), Ellis (1999), Swain (1985) agreed with Long and demonstrated that classroom interaction was of great importance in teaching process.

A class that lacks of teacher-student interaction or student-student communication is meaningless. According to Long's Interaction Theory, language learners should be active to receive comprehensible input and willing to communicate with others so as to maximize language acquisition.

Interactions can be divided into two levels: broad-level interactions and narrow-level interactions. Broad-level interactions encompass the interactions and influences among all elements in the world around us. On the other hand, narrow-level interactions involve people with different characteristics interacting within specific social and contextual settings. When we talk about interactions in our daily lives, we usually refer to interactions at the narrow level. It's important to note that individual activities are not considered interactions, as interactions occur between two or more activities beyond the individual level.

Teacher-student interaction is one of the many interactive relationships we find in society. Specifically, it refers to the conversations and physical engagement that take place between teachers and students in educational settings like schools and classrooms. These interactions involve both verbal and behavioral exchanges, and they have a significant impact on both parties involved. Teachers and students are equal participants in this interactive process, and through these interactions, students can seek guidance and support for their academic and personal challenges. At the same time, teachers can gain valuable insights from students' questions and ideas. As a result, teacher-student interaction fosters mutual development and growth.

In China, the classroom is the primary context where learners use the target language. Therefore, the questioning by teachers and the responses from students in the classroom involve a negotiation of meaning. This process provides students with more opportunities to receive comprehensive input and use the target language effectively, thereby enhancing the efficiency of both student learning and teacher teaching. This highlights the value of studying classroom questioning.

(2) Bloom's Taxonomy

According to Bloom's taxonomy, knowledge can be divided into declarative knowledge and procedural knowledge. Declarative knowledge can be stated and described, and declarative knowledge is knowledge about the state of things that people know, it's static. Such as: fact, phenomenon, process, concept, theory, rules and so on, which are comparatively easy to acquire and correct. Procedural knowledge is about how people do things. Procedural knowledge is concerned with how people do things, and it's dynamic. (Wu, 2000). To be specific, procedural knowledge is concerned with the analysis and comprehension of knowledge. And the process of acquiring procedural knowledge is slow because a large amount of practice is needed to reach automation. There exist internal connection and interaction between declarative knowledge and procedural knowledge. The ultimate goal of classroom is to promote the interaction between declarative knowledge and procedural knowledge, that is,

teachers should not only pay attention to students' mastery of declarative knowledge but also pay attention to cultivating students' competence of solving questions.

Improving students' thinking ability is the main content in the cognitive field of education target. Teachers' high cognitive questioning is closely connected with the enhancement of students' reading competence. After referring to their classification of "the value of thinking in questions", this study adapts Bloom's taxonomy to research the cognitive orientation of teacher questioning. The followings are the classification of questions.

(1) Remembering questions: this kind of questions require students to recall the 18 detailed information, general principle, the method and process, or recall a certain pattern and structure. For example, teachers let students recite the article or let students remember the formation of a certain tense.

(2) Understanding questions: this kind of question is asked to test students' lowest understanding of knowledge.

(3) Applying: this kind of question requires students to use abstract concepts in certain situations. These abstract conceptions can be presented through grammar rules or generalized methods, or the words and the rules of phrases that must be remembered and applied. For example, teachers require students to distinguish the use of several synonyms in a certain situation, or teachers require students to use some knowledge to deal with problems. The above three kinds of questions belong to low-cognitive thinking questions. Students directly state the knowledge recalled, convert known information, or use established rules to solve problems. Apparently, students at this level of thinking are engaged in mechanical remembering, simple conversion and preliminary application.

(4) Analyzing: students break communication down into elements or components, in order to find out the relevant levels of various concepts or understand the relationship between the concepts expressed. For example, in writing classes, teachers lead students to observe the structure of a writing, break down the relationships between paragraphs. Another example is that teachers let students make a comparison between American English and British English, this requires students to compare and analyze the essential characteristics of the two, find out the relationship between them and make judgements.

(5) Evaluating: it refers to making quantitative and qualitative judgements on the extent to which these materials and methods meet the criteria. For example, after learning that smoking is bad for our health, students are led to write a letter of protest against smoking. Another example is that in class, the teacher asks the students to rate the performance of several students, or choose the best performer, then the students will give their reasons for their choice.

(6) Creating: after learning, students make new works which are different from the 19 original ones. These questions belong to high-cognitive questions, they are used to examine students' abstract thinking and test their high level of cognitive processing.

Therefore, in classroom teaching, high cognitive thinking level of classroom teaching should account for a certain proportion. Teachers should lead students to think high-cognitive questions, such as the intention of writing, the hidden meaning, cultural connotation and the judgement of value..., at the same time, teachers should develop students' high cognitive thinking, such as analyzing, inference, evaluating and creating.

2. Related Research

(1) Studies Related to the English Reading Comprehension Teaching Model

In recent years, research on English reading comprehension teaching models has covered a variety of methods and strategies aimed at improving students' ability to understand and interpret written texts. The following are the main themes and findings of relevant research, hoping to provide some suggestions for our English reading teaching.

First, Aebersold (2006) proposed a reading process model that emphasized the importance of pre-reading activities, interactive reading, and post-reading reflection. This model believes that understanding is a dynamic process, including prediction, interaction and reflection.

Second, some studies are based on schema theory, emphasizing the importance of activating prior knowledge and establishing mental frameworks for understanding. Readers use prior knowledge to make predictions and connect new information to known information (Anderson, 2009).

In terms of strategic reading methods, researchers such as Grabe and Stoller (2000) explored ways to enhance comprehension by teaching student's specific strategies. These strategies include predicting, questioning, clarifying, summarizing, and making connections while reading.

In addition, research by Anderson (2009) and others emphasizes the importance of teaching cognitive strategies, such as visualization, summarizing, and monitoring understanding. Metacognitive strategies, involving awareness and control of one's own thought processes, are also considered critical to effective reading comprehension.

The interactive reading model, as proposed by Aebersold (2006), involves interaction between teachers and students during the reading process. This approach is designed to actively guide students through discussion, reflection, and collaborative activities related to the text.

In addition, some studies advocate task-based reading instruction, which designs reading activities into meaningful tasks that require students to understand and apply information. This approach integrates language skills and encourages authentic language use (Lin, 2010).

With the use of technology in education, several studies have focused on the effectiveness of technology-enhanced reading models. These models may include online resources, interactive multimedia, and digital platforms to support reading comprehension (Xu, 2012).

Lu (2010) pointed out that in order to give a good English reading class, one must grasp the principles of task design, design comprehension questions at different levels, and flexibly change question types and practice methods. In large class teaching, flexible use of group cooperation learning methods to gradually complete teaching tasks should cultivate students' ability to discover, analyze and solve problems.

Van Dijk and Kintsch's (1978) discourse analysis method emphasizes the importance of understanding text at the discourse level. Analyzing the structure and organization of language contributes to deeper understanding and interpretation.

Xu (2007) contributed valuable insights to the field of classroom teaching through his work titled "Guidance on Education and Teaching Skills for Novice Teachers." emphasizing the importance of a comprehensive approach to teaching. The table below shows the elements.(Table1)

Table.1 Integrated Framework for Effective Classroom Teaching

Constituent Element	Description
Teaching Objects	In-depth understanding of students' learning foundations and differences, assess students' response to teaching methods, tailor teaching to students' needs.
Teaching Objectives	Comprehensive goal design, easy to operate, reflects student subjectivity, possesses hierarchy and diversity to adapt to different student levels.

Teaching Content	Adjust teaching materials, integrate disciplines, expand and extend content to better match students' practical needs.
Teaching Methods	Creative teaching, flexible method selection, guide student participation, enhance learning enthusiasm.
Teaching Process	Three-stage analysis, emphasizes diverse activities, hierarchical and in-depth design, progressively enhances reading skills.
Teaching Evaluation	Formative assessment, continuous observation, recording, and reflection, inspire students' autonomous learning, guide teachers to improve teaching methods.

The above research involves a variety of methods, including reading process models, schema theory, strategic reading methods, cognitive and metacognitive strategies, interactive reading models, task-based reading instruction, technology-enhanced reading models, discourse analysis, and reading workshop models wait. Reading teaching models with rich comprehensive dimensions, especially the comprehensive framework proposed by Xu (2007), can provide novice teachers with a comprehensive and practical teaching reference. This framework covers in-depth analysis of students, formulating comprehensive teaching goals, flexibly adjusting teaching content, adopting creative teaching methods, guiding diverse teaching processes, and conducting teaching evaluation through formative assessment. This not only helps novice teachers better understand and respond to students' diverse needs, but also helps develop students' comprehensive reading skills.

(2) Studies Related to Questions Types in the English Reading Comprehension Classes

Questions types has always been a topic extensively studied by scholars. There is also a lot of research literature on teachers' classroom questions in reading classes, such as strategies, functions, effectiveness, feedback, etc. of teachers' questions. However, not many studies have been conducted from the cognitive level of classroom questions. This study is based on previous research on teachers' questioning types based on cognitive levels in reading classes.

There are also some researches on teacher questioning based on the cultivation of thinking skills. Bloom's (Bloom et al., 1956; Anderson et al., 2001) started from cognitive thinking and divides questioning into six levels from remembering, understanding, applying, to analyzing, evaluating and creating. Cotton (1988) pointed out that a simpler classification based on Bloom's taxonomy have been proposed by many studies: that is higher order thinking questions and lower order cognitive questions. Different levels of teachers' questioning have different effects on thinking, which has been proved by many researches. Brualdi (1998) stated that low-level thinking questions are known to have little help in the development of students' thinking, because they will not help students get a deep and detailed understanding of the topic. For higher-level thinking questions, it is generally believed that related questions can reveal whether students really understand a concept. Cotton (1988) also summarized that for middle school students, increasing the use of higher-level thinking questions will produce efficient learning effects. Freiberg (1987) concluded that a 70%-30% or 60%-40% balance between low-level questions and high-level questions may be more suitable for learning. In their eyes, questions about high-level thinking are conducive to the development of thinking, while too many questions about low-level thinking will limit the development of thinking. Scholars have confirmed some case studies. Hunkins (1995) provides a model for teachers to use effective questioning to promote the development of different levels of thinking. Brown (2013) held that teacher questioning provides chances for students to express themselves and start discussions, which can develop the students' skills of thinking and communication. Chen (2016) performed a case study to investigate teacher questioning strategies using scientific methods, thereby

helping teachers to better promote the development of students' higher-order thinking. Margutti (2006) investigated how question-answer sequences are built in elementary school teaching activities. From their point of view, higher-level thinking is beneficial to students' thinking. In short, from the review of research, higher-order thinking can effectively promote students' thinking and learning.

In China, teacher questioning is one of the most widely used teaching tools, which can provide teachers and students with more opportunities to ask and answer questions. Wang (2006) wrote that questions at different levels will trigger different levels of thinking. Shen (2010) held that effective teacher questioning can stimulate students' interest in reading texts, develop students' thinking habits and abilities, increase the breadth of students' thinking, and improve students' thinking skills. Li (2017) held that the result of thinking is determined by the nature of the questioning. Huang and Chen (2016) said that in junior high schools, the lower-level thinking questions are less helpful to the development of students' thinking skills. Chen (2016) conducted a test that certified that the development of thinking skills can be improved by teacher questioning. In their opinions, teachers questioning is closely related to thinking.

In the English reading class, teacher questioning is an important tool for cultivating the thinking skills. Questioning at different levels are related to the development of thinking skills. In the English reading class, an effective way to cultivate students' thinking skills is teacher questioning. Xia (2018) stated that the design of questions in reading class depends on the choice of teaching methods. Zhang (2018) pointed out that students need to use their schema to understand the information and feelings behind the reading article in the English reading class, and so it is very important to know how to design questions. Li (2019) stated that to cultivate the thinking skills, teachers can start by asking questions. Xu (2019) told us through examples to cultivate higher-order thinking in pre-reading, while-reading, post-reading stages. Huang (2018) proposed about strategies of cultivating thinking skills through teacher questioning. Nevertheless, there are a few researches on teacher questioning based on the cultivation of thinking skills.

In summary, from the above review of the cognitive level of teachers' questions, many studies have proven that teachers' questions are related to thinking, and an appropriate number of high-level thinking questions can better promote learning and develop thinking. Therefore, the cognitive level of teachers' questions should be developed from low to high in order to achieve the purpose of cultivating thinking ability.

3. Research Gaps

First of all, current research on reading comprehension instruction focuses on various models and strategies, but relatively little attention is paid to how novice teachers apply and adapt these models in actual teaching. The specific challenges that novice teachers may face in reading teaching, and how to more effectively combine various reading comprehension teaching models to promote students' comprehensive development, are still issues that need to be studied in depth.

Secondly, there is research on questions types. Many studies have proven that teachers' questions are related to thinking. An appropriate number of high-level thinking questions can better promote learning and develop thinking. It is necessary to understand the cognitive level of novice groups regarding classroom problems in order to provide certain guidance.

Therefore, this study aims to explore how Chinese novice English teachers in vocational college English reading comprehension courses conduct teaching practices and classroom questioning according to cognitive levels.

Conceptual Framework

In the study, the sample groups consist of five novice teachers, from vocational colleges based on definition of novice teachers. This study is a mixed research design that includes both qualitative and quantitative methods.

Firstly, by collecting and analysis the novice English teachers' lesson plans and teachers' journals to analysis the novice English teachers' teaching design and thinking in the English reading comprehension classes. Then by using classroom observation methods to determine the novice teachers' teaching practice and cognitive level of questioning during the English reading teaching process. With this, questions 1 and 2 can be analyzed. (Fig 1)

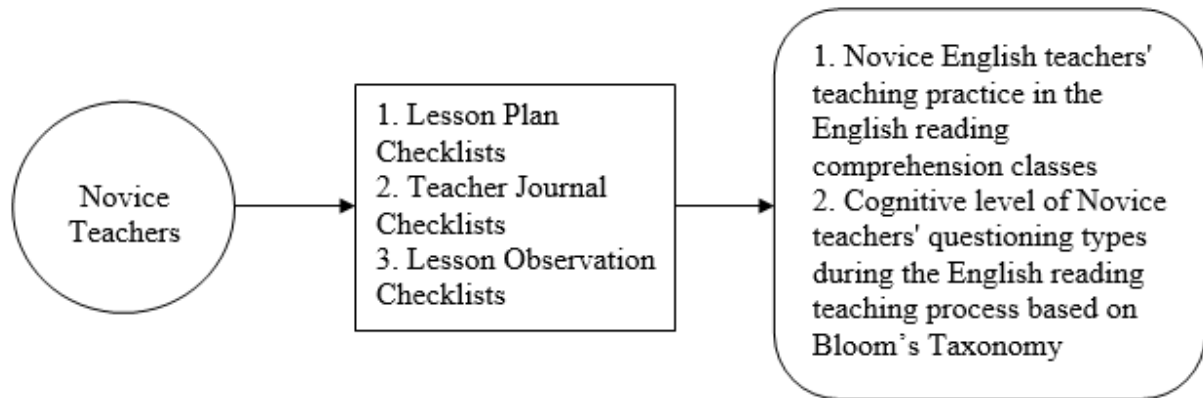


Fig.1 Conceptual Framework (source: Created by researchers, 2023)

Research Methodology

In this paper adopted a mixed method research, including three methods of quantitative and qualitative analysis, namely lesson plan analysis, teacher journal analysis and classroom observation. Mixed methods research is an approach that combines quantitative and qualitative methods single study to provide a broader and more complete vision of the problem (Almeida, 2018).

Firstly, this study was aimed to explore the Chinese novice English teachers teaching practice in reading comprehension classes. Subsequently, this study seeks to evaluate the cognitive complexity of questions posed by these teachers in the classroom.

The sample of this study is five English novice teachers from one common school, and they were selected based on the novice teacher definition, as well as a combination of willingness to participate, representative, availability of research resources, etc.

The data for this study was collected in the second semester of 2023-2024 for approximately one and half months.(Fig 2)

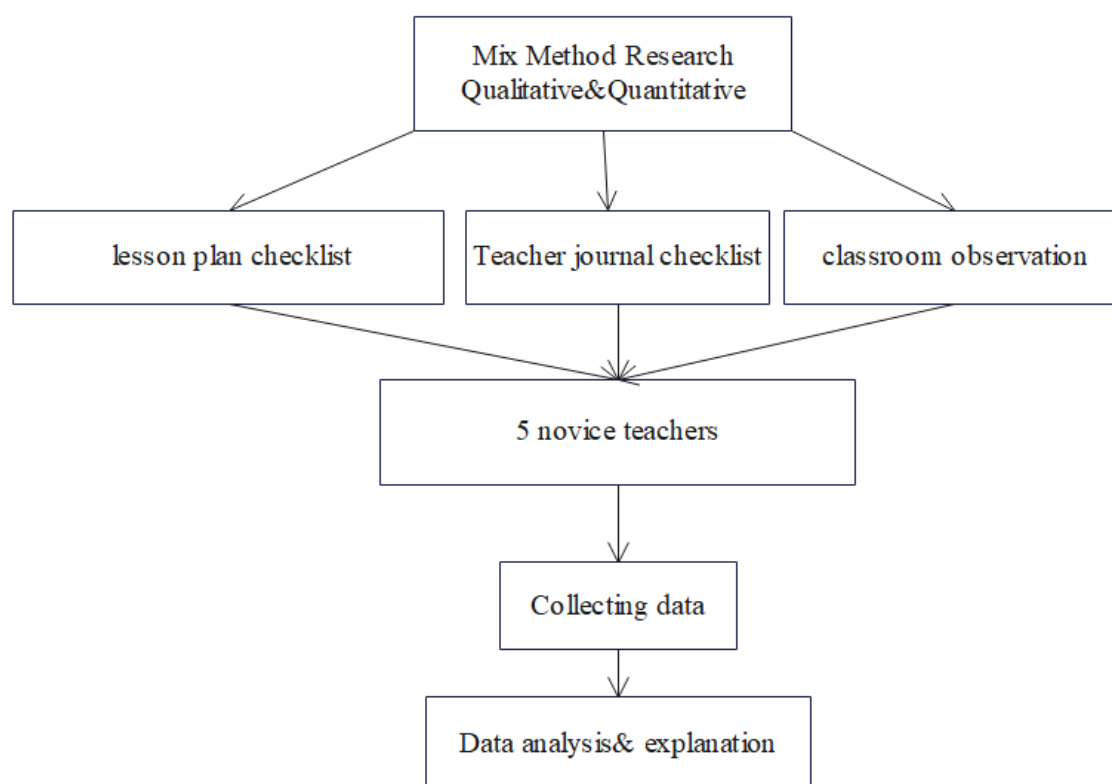


Fig.2 Research design (source: Created by researchers, 2023)

The study was conducted at China's Yunnan Vocational College of Transportation. The school can provide great facilities and support for my research, and all the research was carried out with the approval of the school, teachers and students. This school ranks in the upper middle range of national vocational colleges in terms of level and quality of education, Having a strong representation of vocational schools. The college offered a public English course, and students are required to complete a course of English integrated skills from freshman to junior year, the course textbook is part of the Public English for Vocational Colleges series, which is a national planning textbook for vocational education and has wide applicability in vocational colleges across the country.

This school is a public vocational college with a history of nearly 70 years and currently has over 800 teachers and 8000 enrolled students now. The college has 12 secondary school. As for the students, most of the college's students are required to take public English courses from first to second year, as in their third year, they ask for take a school internship and no more English courses. In this school has 22 English teachers with an average age of 34.

Based on the purpose of the study and the actual teachers in the school, the study population is 22 English teachers. The sample was five English novice teachers were selected according to the criteria for novice teachers, as well as combining the willingness of novice teachers to participate and the availability of research tools. All of them have taught English reading comprehension classes to different classes from freshman to sophomore year and all of them have kept lesson plans and have the habit of keeping a teacher's journal with a high willingness to participate.

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A mixed method research was used in this study, where qualitative and quantitative research consisted of lesson plans, teacher journals and classroom observations. In order to maintain the validity of the study, the quantitative data was collected in a naturalistic classroom. Teacher lesson plans and journals will be kept confidential and used only for this study to ensure that are able to obtain objective data. Then the data was analysis by the Content Analysis and Frequency analysis.

Research Results

Objective 1. The results showed that Chinese novice English teachers in English reading comprehension in the above aspects is as follows, among which the good aspects are:

1. Clear teaching objectives: State learning objectives at the beginning of class; Review of objectives at the end of the course to encourage thinking about connections

2. Pay attention to the guidance of reading content: Direct attention to topic sentences and paragraph structure; Reminds you to find key information and demonstrates how to identify structures.

3. Effective use of teaching resources: Combined use of teaching materials and multimedia resources; Projector presents the article, highlighting the structure; Use online simulation tools to interactively explore articles.

4. Good reflective ability: Reflect on each stage of the class, covering the introduction of new topics, group discussions and summaries; Rethinking student engagement: Recommendations for increasing silent student engagement are specific, including providing more support and encouragement; Reflect on the challenges faced: The analysis describes the problems in detail and the strategies to solve the problems; Reflection on student understanding and feedback: Describes students' understanding level in reading activities and records students' questions and opinions.

Chinese novice English teachers do poorly in teaching practice in English reading comprehension are:

(1) Single teaching methods: In terms of teaching, novice teachers' teaching methods are relatively simple. Mainly through concept explanation and vocabulary learning, lacking more diversified methods. Methods such as group discussions, group activities, and teacher-student tests are rarely used, resulting in students' ability to analyze texts and apply concepts not being fully exercised. Opportunities for practical reading are also relatively limited, limiting the development of students' ability to apply their knowledge to real texts.

(2) Student participation and interaction not well: There are some problems in teaching in terms of student participation and interaction. Although teachers have set up interactive projects, students are less motivated to ask questions and share their opinions, possibly because of the lack of sufficient incentive mechanisms. Although group collaborative discussions exist, they fail to effectively promote deep learning, possibly because the establishment of a collaborative atmosphere is not ideal. The insufficiency of this teaching method may reduce students' learning motivation and overall learning effectiveness.

(3) Insufficient extended learning and independent learning opportunities: No extended learning opportunities are provided at the end of the course, and students are further guided to actively deepen their learning, and clear directions and resources are provided.

Therefore, Chinese novice English teachers has clearly communicated their teaching objectives, are more likely to effectively focus on reading content and the use of teaching resources, and have strong reflective abilities. However, novice teachers have deficiencies in diversifying teaching methods, improving teacher-student interaction, and providing opportunities for extended learning and independent learning, which need to be strengthened.

Objective 2. The results showed that Novice English teachers' concern for different cognitive types of questions. In the order of highest to lowest mean scores of classroom observations, they are Remembering, Understanding, Analyzing, Evaluating, Applying, and Creating type of questions. Remember-based questions had the highest mean score of 7.4, followed by understand-based questions with a mean score of 5.8, then analyze-based questions with a mean score 2, evaluation-based questions with a mean score 1.8, and apply-based questions with a mean score 1, while create-based questions had the lowest mean score of 0.6. (Fig 3)

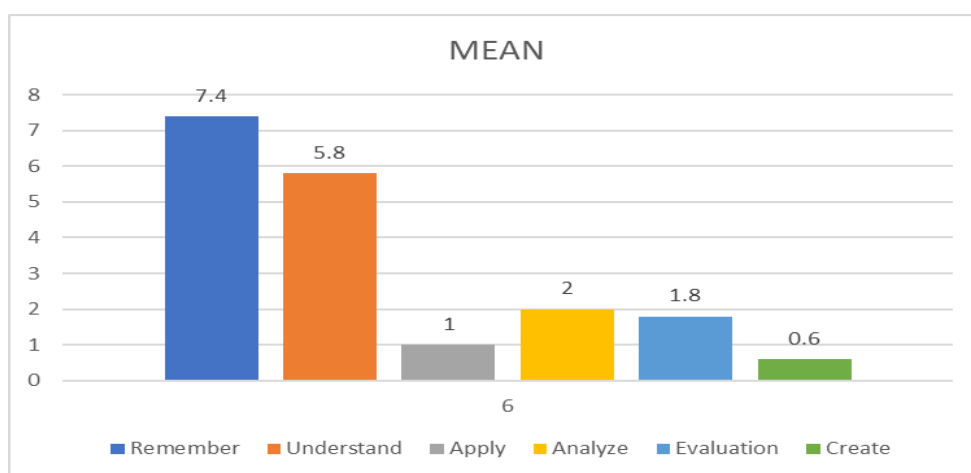


Fig.3 Frequency of Questioning Types (source: Created by researchers, 2023)

In order to more intuitively understand the use of questions at different levels by novice English teachers in reading classroom teaching, the distribution of questions at different levels by novice English teachers is not balanced, and there are great differences. (Fig 4)

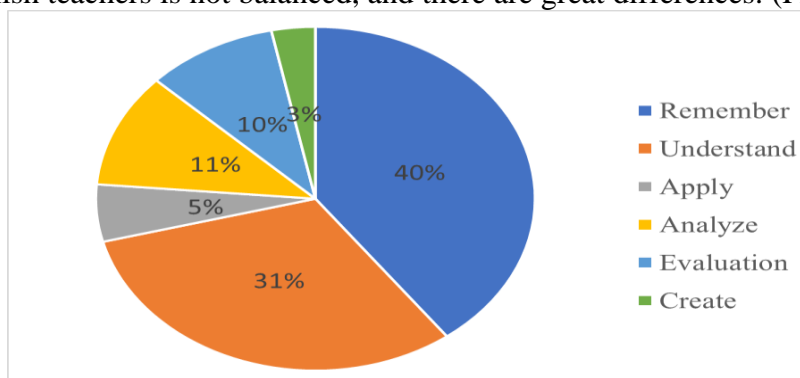


Fig.4 Distribution of questions (source: Created by researchers, 2023)

After analyzing the overall distribution of novice English teachers' classroom questioning levels,, the distribution of novice teachers' classroom questioning levels is mainly

dominated by low-cognitive level questions, accounting for 76% of the total classroom questions. Higher cognitive level questions accounted for 24% of the total classroom questions.(Fig 5)

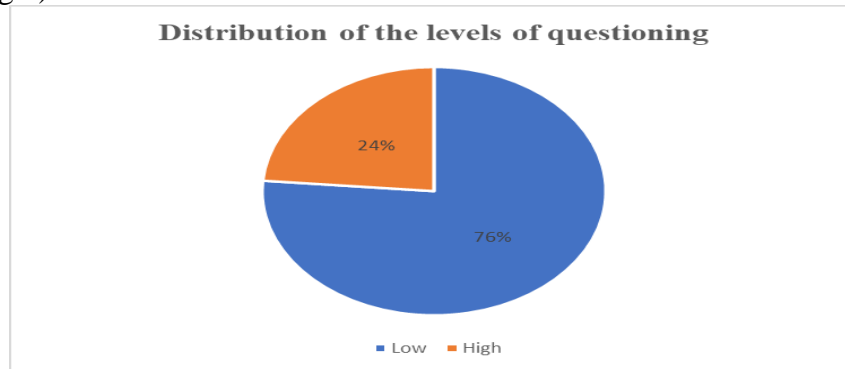


Fig.5 Distribution of questions (source: Created by researchers, 2023)

The figure shows that novice teachers' classroom questioning focuses on students' mastery of basic knowledge and basic information of the text, and pays less attention to students' deeper interpretation of the text and the development of students' higher-level thinking skills. This result is consistent with the analyses of lesson plans and teaching journals. It can be seen that novice teachers should consciously make appropriate adjustments to the proportion of low-cognitive level and high-cognitive level questions used.

Discussions

1. Discussion on Teaching Practice

The results of the analysis of lesson plans, teacher journals and classroom practices, showed that Chinese novice English teachers clearly communicate their teaching objectives, were more likely to effectively focus on reading content and the use of teaching resources, and had strong reflective abilities.

However, Chinese novice English teachers had deficiencies in diversifying teaching methods, teacher-student interaction, extended learning and independent learning, which need to be strengthened.

In the results of this study, the Strengths of novice English teachers are consistent with Ran's (2018) views on teaching methods of English reading comprehension in vocational schools, that is, reading teaching should have a clear teaching purpose; the scope of reading materials should not be limited to short articles or textbooks; In addition, the results of this study are also consistent with Chen & Sun (2014), In English reading teaching, teachers should help students consolidate and expand their vocabulary, especially the teaching of paragraph structure and topic sentences. Along the same lines. Zen (2010) pointed out that reading class teachers need to master discourse genre, topic sentences and discourse analysis. At the same time, novice teachers can also effectively use existing teaching resources, which is also in line with the effectiveness of enhanced reading models that some studies focus on. These models may include online resources, interactive multimedia, and digital platforms that support reading comprehension (Xu, 2012). The most important thing is that these good aspects are also in line with the development direction of novice teachers advocated by Xu (2007) "Guidance on Education and Teaching Skills for Novice Teachers", that is, the design of teaching objectives needs to be comprehensive, easy to operate, reflect students' subjectivity, and have Hierarchical and diverse, adaptable to different student levels. The teaching content needs to adjust teaching

materials according to actual conditions, integrate subjects, expand and extend content, and better meet the actual needs of students.

At the same time, the weak areas of novice teachers need to be strengthened in diversifying teaching methods, improving teacher-student interaction, and providing opportunities for extended learning and independent learning. In many cases, research demonstrates the importance of focusing on diverse teaching methods and problem-centered learning instruction (Cen, 1999; Yu, 2006; Chi & Ding, 2004). Teachers' questioning strategies greatly influence students' learning experiences in English reading courses. Huang et al. (2020) emphasized the importance of open-ended questions to encourage students to express their thoughts and opinions and promote critical thinking and language expression. On the other hand, Zhang and Wang (2018) emphasized the importance of using probing questions to guide students to further explore the text and analyze its content in depth. Skilled questioning skills can not only enhance classroom vitality, but also enable students to have a deeper understanding of the reading materials. Researchers such as Grabe and Stoller (2000) explored ways to enhance comprehension by teaching student's specific strategies, including predicting, questioning, clarifying, summarizing, and making connections while reading. Aebersold (2006) proposed an interactive reading model, which aims to actively guide students to engage in discussion, reflection, and collaborative activities related to the text. Lu (2010) pointed out that to give a good English reading class, one must grasp the principles of task design, design comprehension questions at different levels, and flexibly change question types and practice methods. In large class teaching, flexible use of group cooperative learning methods to gradually complete teaching tasks should cultivate students' ability to discover, analyze and solve problems.

What is important is the development direction of novice teachers advocated by Xu (2007) "Guidance on Education and Teaching Skills for Novice Teachers", that is, when it comes to teaching objects, teachers need to have an in-depth understanding of students' learning foundations and differences, and evaluate students' responses to teaching methods., teach students in accordance with their aptitude. Teaching methods need to be flexibly selected to guide students to participate, enhance learning enthusiasm, emphasize diversification of activities, layered and in-depth design, and gradually improve reading ability. However, the novice teachers in this study did not pay attention to these points. These relatively weak aspects are the key points that novices need to gradually improve.

2. Discussion on types of Classroom Questioning

The results of Classroom Questioning are Novice English teachers used a high proportion of low-level cognitive questions and a lack of attention to high-level cognitive questions in their English reading comprehension classes. This shows the novice reading teachers preferred to focus more on simple low level cognitive questions, which were often used in the traditional reading classrooms. This finding is supported by Koksall et al. (2018), whose study of classroom questioning found that questioning lacked the higher-level cognitive questions contained in the cognitive classification, which is not conducive to the cultivation of higher-level thinking. Mounia (2019) investigated the positive role of high-level cognitive problems in developing vocabulary and critical thinking skills in young Moroccan English learners. He found that higher-level question in reading played a key role in cultivating students' critical thinking, thus needing advocating to high-level questions in reading comprehension teaching, which aim to developing students' thinking ability. (Fang, 2019; Jiang, 2018; Xiao, 2017, etc.). Quan (2002) found Chinese classroom questions are mostly related to low-level cognition. There is a lack of higher-level cognition, particularly creative thinking. Lu (2022), who conducted a comparative study on the classroom teacher-student interaction between novice English teachers and experienced teachers in junior high school,

indicates that novice teachers attend to low-level cognition more than high-level cognition, which is not conducive to the cultivation of high-level thinking.

The findings of this study advocate the direction consistent with several studies in the literature review, Hunkins (1995) provides a model for teachers to use effective questioning to promote the development of different levels of thinking. Brown (2013) held that teacher questioning provides chances for students to express themselves and start discussions, which can develop the students' skills of thinking and communication. Chen (2016) performed a case study to investigate teacher questioning strategies using scientific methods, thereby helping teachers to better promote the development of students' higher-order thinking. Margutti (2006) investigated how question-answer sequences are built in elementary school teaching activities, which teachers need to ask more high-level cognitive questions in English reading class to cultivate students' advanced thinking. Questioning at different levels are related to the development of thinking skills. In the English reading class, an effective way to cultivate students' thinking skills is teacher questioning. Xia (2018) stated that the design of questions in reading class depends on the choice of teaching methods. Zhang (2018) pointed out that students need to use their schema to understand the information and feelings behind the reading article in the English reading class, and so it is very important to know how to design questions. Li (2019) stated that to cultivate the thinking skills, teachers can start by asking questions. Xu (2019) stated that through examples to cultivate higher-order thinking in pre-reading, while-reading, post-reading stages.

In conclusion, Chinese novice teachers need to adjust the direction of asking questions in class and increase the proportion of high-level cognitive questions. Advocating high-level cognitive questioning in English reading classes can help improve students' thinking, reading and language expression abilities, cultivate students' critical thinking, and promote in-depth learning and interaction. This contributes to a fuller understanding and appreciation of literary works and other English texts.

Knowledge from Research

Based on the data analysis of novice teachers' lesson plans, actual classroom observations and teachers' journals, from Table 4.1 to Table 4.3, it was found that the teaching practices of novice teachers' English reading comprehension classes in China Vocational School-Yunnan Vocational College of Transportation (YVCT) were as shown below:

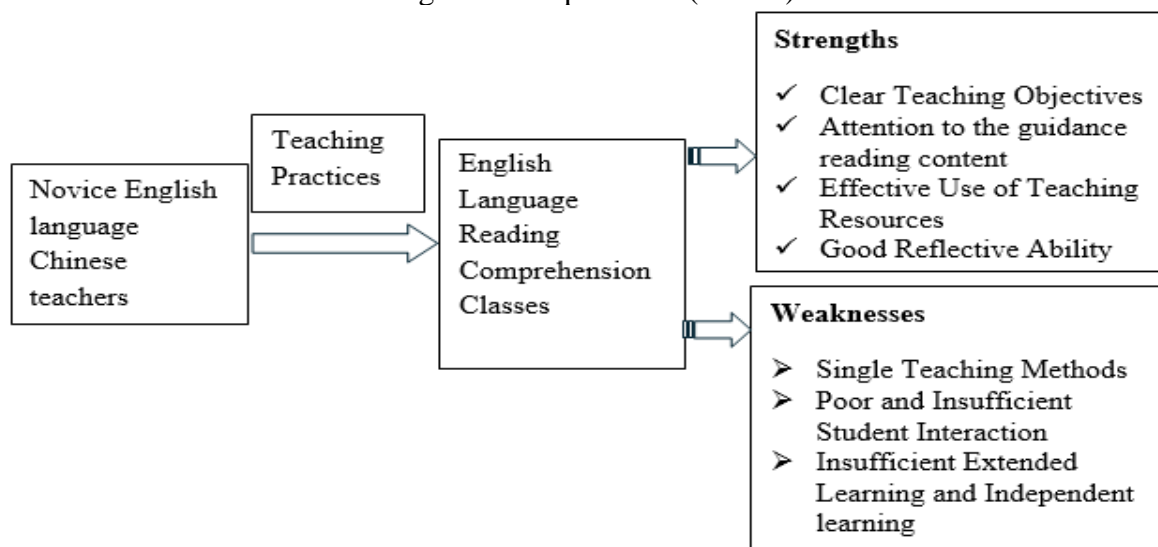


Fig 6. The Novice English Language Chinese Teachers' Classroom Practices

During novice teachers reading comprehension classes, which was found through the data recorded from classroom observations, Count the percentage of question types by the number of times each question type was asked, and the percentage of cognitive types of questions in descending order: Remember types (40%); Understand types (31%); Analyses types (11%); Evaluate types (10%); Apply types (5%); Create types (3%). Were as shown below Table2:

Table2 Percentage of cognitive types of questions

Teacher	Remember	Understand	Apply	Analyze	Evaluation	Create	Total
N1	7	6	1	3	2	1	20
N2	9	4	1	2	1	0	17
N3	8	5	0	1	3	1	18
N4	7	7	1	2	2	0	19
N5	6	7	2	2	1	1	19
MEAN	7.4	5.8	1	2	1.8	0.6	18.6
PCT	40%	31%	5%	11%	10%	3%	100%
Cognitive Level	Low			High			/
PCT	76%			24%			100%

Conclusion

The purpose of this study is to conduct a study of novice English teachers in China, and to study and understand the Chinese novice English teachers teaching practice and their cognitive level of questioning in English reading comprehension classes.

The study found that Chinese novice English teachers can clearly communicate their teaching objectives, are more likely to focus on the effective use of reading content and teaching resources, and have strong reflective abilities. However, there are deficiencies in diversifying teaching methods, improving teacher-student interaction, and providing opportunities for extended learning and independent learning, which need to be strengthened.

The important thing is that the questions asked in class are mainly low cognitive level questions, and the questioning skills and level need to be strengthened.

Suggestions

Based on research on the teaching methods and cognitive questioning level of novice English teachers in reading teaching in vocational schools, the following are five recommendations:

1. Participate in professional development opportunities: Novice teachers can actively participate in educational seminars, workshops, and online training to improve their teaching skills and stay informed about the latest educational trends.

2. Diversity of teaching strategies: Try different teaching strategies such as problem solving, role playing, group discussions, case studies, etc., to stimulate students' active participation and thinking

3. Problem-centered learning: Design questions and tasks that encourage students to think deeply, analyze, and synthesize information to promote higher-level cognitive learning.

4. Encourage students to ask questions: Prompt students to ask high-level cognitive questions, such as about causes, consequences, applications, and evaluations, to stimulate their critical thinking and creativity.

5. Self-reflection: Novice teachers should regularly self-reflect on teaching practices, think about which strategies work best, which need to be improved, and then improve accordingly.

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