

英语课堂语篇教学中的教师启动问答
教学法研究：理论与实践

Teacher-initiated Text-based Questions & Questioning
in EFL Classrooms: Theory & Practice

刘 炜 著

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Author's Preface

Questions and questioning is the core of teaching (Walsh & Sattes, 2005). Many authors have written persuasively about how questions are essential to learning. For example, Neil Postman (1979: 140) wrote, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool." In schooling especially, questions have been extensively utilized for both teaching and learning. From Socrates to the modern times, classroom questioning has attracted interests and concerns of the educators, theorists and teaching practitioners both in the west and in the east because of its unique function in schooling and unique significance in education. Teacher-initiated questions and questioning has been acknowledged as the most frequent phenomenon in classrooms in both general and language pedagogy. So far, there are numerous papers and books on this issue. Unfortunately, however, we often find that existing literature does not provide practicing teachers with a thorough introduction to classroom questioning method; also, we rarely locate books that focus on teacher questions and questioning in particular subject classrooms (e. g. language classrooms) and integrate theory and practice.

The present book therefore aims to serve the purpose of helping language educators and teachers to have a better understanding of the theoretical foundation and current situation of teacher-initiated text-based questions and questioning in EFL (English as a Foreign Language) classroom settings in China by providing a background and rationale, reconstructing existing studies on teacher questions and questioning in both general and language education, and describing what actually occurred in teacher-initiated text-based questioning in several language classrooms. Also, this book is aimed at helping practicing novice EFL teachers to get insights from the present study and learn to reflect upon their own teaching practice in classroom text-based questioning, of both their strength and weakness, thereby facilitating them to raise relevant awareness of text-based questions and questioning and promote their questioning competence. In addition, this book provides some useful insights for pre-service TEFL (Teaching English as a Foreign Language) programs and in-service teacher training projects as well as text-based question design in text-

book writing; it is expected that this research can offer some practical and theoretical implications for further studies focusing on the same and/or related issues of classroom-based teacher questions and questioning. It is also expected that this book can make some contributions to the studies and practice of text-based questioning by EFL teachers in language classrooms in Chinese context.

The whole book follows the route first from theory to practice and then from practice to theory, integrating theory into practice and going beyond practice. The present book consists of four parts:

Part I as the beginning of the book clarifies why the author addresses the issue of teacher-initiated text-based questions and questioning in EFL classrooms by focusing on the following key concepts and their inherent relationship: text, teaching, questions and questioning, task. Through Chapter 1-4, the author argues that text is representations of language in use, teaching is language-mediated, text-based, and in text-based language teaching, questions and questioning is considered as important pedagogical tools for teachers and as important learning task for learners. The practice of teacher-initiated questions and questioning has been highlighted in both general and language pedagogy and evidences indicate that teacher-initiated questions and questioning has great effect upon text-based learning. So, it is significant to explore the theory and practice of teacher-initiated text-based questions and questioning in EFL classrooms, which is expected to help novice EFL teachers develop their classroom questioning competence.

Part II supplies EFL teachers with a theoretical basis by reconstructing related studies on teacher-initiated questions and questioning in both general education and language pedagogy over the past years and presenting a systematic framework of looking at the various aspects of teacher-initiated questions and questioning strategies in EFL classrooms. This part consists of six chapters, which present related literature review and theoretical basis, concerning the studies on teacher-initiated questions and questioning process in terms of definition and function of question and questioning, typology and frequency of question and questioning, strategies of questioning and evaluative and pedagogical considerations of questions and questioning in terms of quantity and quality as well. By reviewing and discussing related literature in both subject matter and language teaching domains, Part II is intended to help the present author (as well as language teachers) to lay a theoretical foundation for an empirical study in Part III and further explorations into theory and practice of EFL teachers' initiated questions and questioning in Part IV. Therefore, Part II

is a thorough survey of related studies on teacher-initiated questions and questioning in both general education and language pedagogy (particularly the English language teaching, ELT).

Part III reports an empirical study of three novice secondary school EFL teachers' practice of text-based questions and questioning in the Chinese context. The whole part is grouped into the following five chapters: Chapter 11 is an introduction to the research design of the empirical study, which presents the research approach, describes the research questions and objectives, the information about the subjects and participants involved in this study, the instruments and procedures adopted in data collection and the framework established to be used in data presentation and discussion in the following chapters; Chapter 12, 13 and 14 present the data description and analysis of the empirical study, focusing on depicting in details the aspects of the subject teachers' text-based questions in terms of sources and quality as well typological features and the use of questioning strategies and analyzing briefly the merits and shortcomings of the characteristics identified in the data collected; Chapter 15 makes a summary of the empirical explorations of the three cases of teacher-initiated questions and questioning in text-based EFL instruction by presenting each of the major findings and discussing in detail what effective text-based questions and questioning should be like from a perspective of promoting classroom questioning on the part of the teacher.

Part IV is intended to state that the research in this present book is different from the others in that: firstly, the focus is on teacher-initiated questions and questioning in text-based language instruction; secondly, the subjects are all young EFL teachers in secondary schools, who are novice or inexperienced teachers. Based on the background in Part I and a theoretical basis in Part II, an empirical study was reported in Part III on the practice of three novice EFL teachers in their text-based questioning and the results indicate that in general the subject teachers did not perform well in text-based questioning and it seems that there are slight differences between the teachers. This is consistent with the hypothesis made in the research design of the empirical study. Though we have discussed the major findings from the empirical study in great detail, it is still not very clear why the sample novice EFL teachers had such behaviors in their classroom questioning work. So, Part IV consisting of Chapter 16, 17 and 18 tries to explore the following issues: What factors contribute to the representations and ineffective quality of their classroom questioning practice in text-based language instruction? Why are there slight differences

between the teachers? To answer these questions, it is necessary that we should look beyond the teaching practice of the teachers and into the underlying factors that influence their practice of teaching (i. e. professional qualities) and relate teaching methodology (questioning as part of methodology) to teacher development. If we confine our study to the description and discussion of the practice of teacher behaviors, we cannot get the insights into the teachers' classroom questioning. To pursuit the value and significance of doing research, it is important for us to find out what teacher factors make impacts upon their classroom questioning performances and what other elements influence those factors in advance; by so doing, it is expected that we can help young EFL teachers to reflect on and make progress in their everyday classroom teaching practice, particularly their practice of classroom questioning in text-based language instruction. Teachers' professional competence, teaching methodology and teachers' professional development should be integrated when we examine the issue of teacher-initiated text-based questions and questioning.

Questions and questioning are foundations of communication. They are believed to be the most powerful technologies of all, and this is particularly true for school education. As teachers, we should learn to question and question to teach. In order to question well, we should remember: "Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning."(Albert Einstein)

Abbreviations & Symbols in the Book

- * : inaudible
- /: question distribution to individual students by teachers
- : the dragging/duration of the voice
- CLT: Communicative Language Teaching
- CC: Communicative Competence
- CNKI: China National Knowledge Infrastructure
- CPD: Continuing Professional Development
- DTE: Department of Teacher Education of MOE
- EFL: English as a Foreign Language
- ELT: English Language Teaching
- EPD: Early Professional Development
- ERIC: Educational Resources Information Centre
- ESL: English as a Second Language
- FLT: Foreign Language Teaching
- IRE/F: initiation-response-evaluation/feedback/follow-up
- IRFR: initiation-response-feedback-response
- JEFC: Junior English for China
- L2: the second language
- MOE: Ministry of Education
- PCK: Pedagogical content knowledge
- PEP: the People's Education Press
- P: pupil
- QAE: question-answer-evaluation
- R: researcher
- S: Student
- SB: Student Book
- S1: the first student
- S2: the second student
- SLA: Second Language Acquisition
- SLTE: Second Language teacher education
- Ss: students
- T: teacher

TBLL: Task-based Language Learning

TD: Teacher Development

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

TPC: Teachers' Professional Pedagogical Competence

V: volunteer

V1: the first volunteer

V2: the second volunteer

1B: Book One

2B: Book Two

内容简介

本书立足教师专业发展视角,聚焦英语课堂语篇教学中的教师启动问答教学法的理论与实践探索,系英语教师教育与英语教学法的专题研究。全书共分四个部分:

第一部分就核心概念及其关系以及研究动因予以澄清;第二部分从普通教育和语言教育的双重领域对语言教师课堂启动问答教学法所涉及的理论基础——问题与提问的界定、功能、使用类型与频率、静态问题的考察维度和动态提问的策略体系进行了较为全面的介绍与框架重构;第三部分是一项基于实际案例的英语课堂语篇教学中的教师启动问答教学法实证研究,该调查在作者构建的数据描写与分析框架中侧重从教师的角度对基于语篇的中学英语课堂年轻教师启动问答以及教学法使用中的问题和提问的各个维度进行了较为详细的行为描述与数据分析,最后对主要发现进行了深入的理论探讨。第四部分基于前述理论与实践研究,从对影响教师启动问答教学外部行为表现的内在因素——教师专业能力、教学法与教师专业发展及其关系进行了探讨,并从年轻教师专业发展的视角来审视课堂问答教学法。

本书对于了解英语语篇教学中的问答教学法理论基础和研究现状、促进英语教师改善基于语篇的语言教学中的问答教学法实践具有重要的理论与现实的指导意义。因此,本书适用于关注语言教学理论与实践的英语教学法研究者、英语教研员、英语教师和拟从事英语教学工作的英语专业学生。

Part I

Setting the Scene: Key Concepts & Their Relations—Why Teacher-initiated Text- based Questions & Questioning in EFL Classrooms?