

An Applied Study of Classroom Questioning Techniques in Junior Middle School English Teaching

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Abstract:

Scientific and efficient classroom questioning can improve students' concentration and stimulate their interest in learning, and students can give teachers timely teaching feedback by answering questions. Therefore, in the process of junior middle school English teaching, classroom questioning is an important part of the whole teaching process. To some extent, teachers' questioning level will directly impact the teaching effect of the whole class. This paper mainly discusses the skills of classroom questioning in junior middle school English teaching, expounds on the importance of classroom questioning, summarizes the types and opportunities of classroom questioning, takes full account of students' differences, and effectively evaluates students' performance in answering questions in class.

Keywords:

Junior high school English
Classroom teaching
Question technique

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1. The importance of classroom questioning in junior high school English teaching

In junior middle school English classroom teaching, questioning is an important means to attract students' attention and stimulate their interest in learning, and to test their learning effect in real time. Scientific and efficient questioning can promote the development of students' oral English expression ability and thinking abilities, thus improving the effect of English classroom teaching and promoting the development of students' core

quality of English subjects ^[1]. Specifically, the importance of classroom questioning in junior high school English teaching is mainly reflected in the following aspects:

- (1) Improve students' classroom concentration
Teachers' questions in class can attract students' attention to the learning content, stimulate students' curiosity and thirst for knowledge through questions, and further enhance their learning interests. Students follow the teacher's questions to think, express their views, and follow the teacher's teaching progress. Teachers

effectively control the rhythm of classroom teaching by asking questions, strengthen the cooperation between teachers and students by asking questions, and improve the quality of English classroom teaching.

- (2) Real-time feedback on the learning effect of students

Teachers ask students questions according to the teaching objectives and content of the textbooks, and the quality of students' answers to the questions is a direct feedback of their learning effect. Teachers can timely understand students' understanding and application ability of knowledge points such as words, grammar and sentence patterns, find out students' problems in the learning process, adjust teaching strategies in time, or provide targeted explanations to students.

- (3) Promote the development of students' English core quality

The new curriculum standards emphasize the development of students' core literacy. Classroom questioning can promote the development of students' thinking ability and oral English expression ability, to promote the development of students' core literacy of English subjects. To answer the teacher's questions, students need to analyze, judge and reason the questions based on the classroom learning content and mobilize the existing knowledge and experience, to accurately answer the questions^[2]. This process is also a process to enhance students' thinking agility and logic and cultivate students' ability to think independently and solve problems. In addition, teachers' questions also provide students with more opportunities to use English for oral expression. When students answer questions in English, teachers can understand whether students' pronunciation is inaccurate and whether the control of intonation and speech speed is reasonable, and can help students improve their oral expression.

2. The skills of classroom questioning in junior high school English teaching

Only high-quality classroom questioning can improve students' learning focus and promote the development of their core English literacy. Otherwise, it can only be gilding the lily. Based on my teaching experience, the study summarizes the following classroom questioning techniques:

2.1. Design rich types of questions

Although they are all questions, different types of questions have different effects on classroom teaching, and different types of questions can prevent students from losing interest in answering questions because of the sameness of questions. The types of questions applicable to middle school English classes include the following.

2.1.1. Lead-in questions

The introduction question is usually applied at the beginning of English classroom teaching activities, which can introduce the teaching content of this class, guide students to focus their attention on the class quickly, and stimulate their learning interest^[3]. Efficient introduction questions can guide students to mobilize their existing knowledge and experience, knowledge reserves, and help students gain new knowledge through questioning. For example, in the lesson "Unit 6 Topic 1 Section A" in the second volume of seventh grade English of Ren'ai Junior High School, the study first showed a house to the students with PPT, and then asked the question: "Can you guess whose home it is?" Since many students have watched the cartoon "Peppa Pig," it is easy to guess it, and then the teacher asks the students again according to their mastery of the knowledge point of "be doing": "Let's find out who they are and what they are doing in the rooms?" Presents the learning theme of learning the names of different rooms for the new course. This kind of leading-in question can not only help students review old knowledge, but also stimulate their desire to explore new knowledge and guide students to think actively.

2.1.2. Open questions

The new curriculum standards require that junior high school English education should not only guide students to master more English knowledge, but also help students

to improve their English application ability through independent exploration and promote the development of their logical thinking^[4]. The wide and comprehensive answers to open questions can help students break the boundaries of thinking, guide them to think deeply, stimulate creativity, deepen understanding of problems and knowledge points, and strengthen their sense of learning experience and achievement. Therefore, teachers can design more open questions in English class to encourage students to think positively and answer bravely. For example, when learning the second volume “Unit 7 Food Festival” of the eighth grade of Ren ‘ai Junior High School English Edition, the author asked the students questions after explaining the content of the text: “Do you know what food festivals in different countries are like?” This question mainly guides students to analyze the differences of food culture in different countries and strengthens students’ cultural awareness. For example, learning Ren ‘ai version of junior high school English seventh grade volume “Unit 7 The birthday party” one hour, the teacher first set the birthday party theme situation, and then ask: “What is your birthday wish? “Students are encouraged to actively answer questions based on their own understanding of birthday parties.” In the whole process, students can not only further master the key knowledge of this unit, but also activate the classroom atmosphere, and truly apply what they have learned.

2.1.3. Summary questions

Summary questions are mainly used to check the situation of students receiving classroom knowledge, help students consolidate knowledge, guide students to think and analyze according to the teacher’s summary and check the gaps. Summary questions require a certain degree of malleability, which can not only reduce students’ homework burden but also stimulate students’ thinking interest. For example, when learning The seventh grade of Ren ‘ai Junior High School English “Unit 8 The Seasons and the Weather,” the study put forward the following questions: “It rains a lot, but it is sometimes hot, what is the season?” When answering questions, students will also summarize and review the seasonal characteristics of “summer”; “Or” The season is very windy, but many plants are starting to sprout, what season is it? Summary

questions can enable students to participate in dialogue consciously and accumulate rich language experience^[5].

2.2. Be good at grasping the opportunity to ask questions

In addition to the rich types of questions, the right opportunity is also an important factor to ensure the effectiveness of questions. If you ask questions properly, you can get twice the result with half the effort. Teachers should pay attention to the “key points” in English classroom teaching and truly involve students in the problem situation^[6].

- (1) Teachers should find out the interests of prospective students

For example, students can observe the illustrations in the textbook, give full play to their imagination, and ask questions according to the illustrations of the textbook to reduce the pressure on students to answer questions.

- (2) Considering the help of classroom teaching divergence points

Divergence points refer to the knowledge points that can cause students’ divergent thinking. Teachers’ open questions on knowledge points can not only deepen students’ understanding of knowledge points but also exercise students’ divergent thinking and improve their creativity. Thirdly, students recognize the contradictions. When students learn new knowledge, there may be conflicts with their existing knowledge system. Teachers can timely raise questions after finding the cognitive contradictions of students^[7]. This opportunity for questioning can give full play to the role of students’ personal experience, promote the development of students’ horizontal and vertical thinking, and realize the organic integration of theoretical knowledge learning and application. Improve students’ ability to use knowledge to solve practical problems.

- (3) Focus on knowledge aggregation points

Aggregation points usually refer to the issues that both students and teachers are concerned about or the central idea of the teaching content. Teachers should design diversified questions based on the knowledge aggregation points, and

incorporate the main idea of the textbook content into the questions. For example, hot topics can be introduced by asking questions, which can not only improve the participation of students but also encourage students to have deeper thinking^[8].

2.3. Hierarchical questioning respects individual differences of students

When students reach the junior high school stage, their English level usually varies greatly. Students vary in their learning ability and interest in English subjects. Therefore, junior high school English classroom teaching should fully respect the individual differences of students, and teaching strategies should be able to adapt to students at different levels^[9-10]. For students with a relatively weak foundation, the questions mainly focus on basic knowledge, which mainly plays a role in strengthening and consolidating. For students with a good foundation, we can put forward comprehension questions to deepen their understanding of knowledge. For students with strong learning abilities and a solid English foundation, open questions can be designed to expand their thinking development and encourage critical thinking and creative expression. For example, when learning the content of Unit 2 Keeping Healthy, Volume 1 of the eighth grade of the Ren' ai Junior High School English Edition, teachers can ask students with weak foundations: "What's the meaning of 'disease'?" to check students' knowledge of this lesson. For students with a good foundation, the question can be asked: "Why is it important to keep healthy?" to guide them to more in-depth thinking and analysis. The question for students with strong learning ability is: "How can we keep healthy in our daily life?" Further, improve the ability of such students to apply English knowledge to solve practical problems^[11-12].

2.4. Give an objective evaluation of students' performance

If the process of students answering questions is the real-time feedback of teachers' teaching effect, then teachers' objective evaluation of students' performance in answering questions is the feedback to students. Reasonable and effective feedback between teachers and students can not only improve students' learning initiative and make them gain more sense of achievement in

learning, but also create a more harmonious relationship between teachers and students. For students' evaluation feedback, it should be conducive to creating a harmonious and pleasant teaching atmosphere, and encourage students to take the initiative to ask questions and discuss.

(1) Teachers should give more positive praise^[13]

Praise is the affirmation of students' ability and can make students feel a sense of achievement in learning. Targeted praise can provide students with a clear direction and encourage them to go further.

(2) Quote students' words

Quoting students' words can make students feel the recognition of teachers, stimulate their interest in active thinking, and strengthen their learning self-confidence. Moreover, quoting students' opinions can increase the opportunity for students to use the English output language, which is better than verbal praise.

(3) Give students appropriate encouragement^[14]

When students encounter problems that they do not know, or when some students dare not answer the questions, teachers can encourage students to have the courage to express themselves, so that students can understand that language mistakes and language difficulties are inevitable, and enhance their confidence in expression^[15]. Encouragement can be verbal, physical, or eye, the teacher depends on the actual situation of the student.

3. Conclusion

In short, questioning skills are an important part of junior high school English teaching, an important strategy to ensure students' concentration and stimulate students' interest in learning, and an effective means for teachers to obtain students' feedback. In addition, high-quality classroom questioning can further promote students' thinking ability and language expression abilities, so teachers should pay full attention to the application of classroom questioning skills. In daily teaching, it is necessary to fully understand the actual situation of students, dig deep into the content of textbooks, flexibly adjust teaching strategies, constantly innovate the

methods and types of questions, identify the key points of questions, further develop the core quality of students'

English subjects and improve their comprehensive English application ability.

Disclosure statement

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