

A Classroom Observation Scheme for Teacher Questioning and Corrective Feedback for Senior High School English Reading Class under Core Competence

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Abstract: Classroom observation is an effective way to improve classroom quality. However, most of the tools used in the current classroom observation research are universal, which can not highlight the characteristics of the discipline, not to mention the classroom observation based on key competence. The development of classroom observation scale based on the development of students' core literacy can promote the development of teachers' professional development and students' core literacy simultaneously.

Keywords: Classroom Observation; Teacher Questioning; Corrective Feedback

1. Introduction

With the proceeding of the educational reform in China, EFL learning now is focusing more on the text contents than the language structures that are likely to be achieved in abundant reading activities (Wang, 2017). In 2018, the Ministry of Education (2018) released the latest *National English Curriculum Standards (NECS) for Senior High School*, which noted English reading as an crucial way to cultivate students' key competencies of English subject. And classroom questioning and corrective feedback are indispensable means in teachers' daily English teaching. Classroom observation is an effective way to class quality enhancement, which can promote students' learning and teacher's professional development validly. The observation scheme can provide a framework for classroom teaching, improve the accuracy of after-school feedback and promote teachers' theoretical literacy and awaken their awareness of professional development. Therefore, a well-designed English classroom observation scheme for teacher questioning and corrective feedback can comprehend how the essence of teacher questioning and corrective feedback help students' effective learning and cultivate their thinking quality.

2. Observation Scheme Design

The English observation scheme in China is often made with reference to the general class observation scale (Cui, 2012). However, English teaching has its own characteristics. Therefore, it is fairly necessary to develop an observation scheme suitable for English classroom. In this article, the author tries to construct an observation scheme for teacher questioning and corrective feedback in English reading class. The following describes in details the establishment of the observation scheme (OS). Table 1.1 and Table 1.2 are observation scheme for teacher questioning. Table 2.1, Table 2.2 and Table 2.3 are observation scheme for corrective feedback.

Class topic	Observation type		<input type="checkbox"/> on site
			<input type="checkbox"/> video
Taught by	Name	Workplace	
Students	Class	Class size	
Accessed by	Name		
	Job Title		
Teaching procedures	Steps	Time	Activities
	Part 1: warm up		
	Part 2: Pre-reading		
	Part 3: While-reading		
	Part 4: Post-reading		

Q	Teacher questioning				Questioning effect					
	type	legibility	depth	waiting	ways	enthusiasm	accuracy	fluency	integrity	participation
1										
2										
3										
4										
5										
n										

Ps:
 ⇨ Type: factual description, thinking judgement, imaginary, cognitive strategy, personal information, personal feeling, affirmative, humorous, classroom management, other
 ⇨ Legibility: clear: √ unclear: ×
 [Students understand the teacher's instructions and know what tasks to complete, this situation is considered as "clear", vice versa]
 ⇨ Depth: one-level: A second-level: B third-level: C
 [The teacher continues to ask questions on the basis of the first question, which is considered as a deepening level.]
 ⇨ Waiting: yes: √ no: ×
 ⇨ Ways: chorus: A volunteer: B designate: C teacher answer: D
 ⇨ Enthusiasm: positive: √ negative: ×
 [Students volunteer to answer or have a positive attitude after the teacher asks them to answer, and the answer is basically correct. These situations are considered that students are enthusiastic, their attitude is positive.]
 ⇨ Accuracy & Fluency & Integrity: very good: A good: B less good: C
 ⇨ Participation: 1 3/4 1/2 1/4

That is the observation scheme for teacher questioning. How to observe and take notes are clearly shown in the above table. For question types, An Fuyong (2014) divided teacher questioning from the perspective of psychology into three categories: cognitive, emotional and behavioral types. Among them, there are five cognitive categories: factual description, thinking judgment, imaginary, cognitive strategy and affirmative. Personal information, personal feelings and humorous questioning are included in emotional types. Behavior questions are mainly classroom management questions. Still, the author adds other questioning type in case there are other types of questions in the classroom. In this article, the author mainly draws lessons from An Fuyong's classification.

Affective attitude	Types	Explanation
positive	Accept/encourage	Give verbal encouragement or affirmation to the correct part of their answer
	Prompt/guide	Guide students to continue answering by giving tips and relevant information
	Explain	Analyze and explain the students' wrong answers, so as to get the correct answers
	Change the way of asking question	Correct students' mistakes by changing their questioning methods or asking related questions
	Self-correction	Ask the students themselves to correct their mistakes
	Peer-correction	Ask other students to evaluate or correct, and supplement and improve their answers
negative	Repeat question (positive)	Repeat the original question and have a positive emotional attitude
	Repeat question (negative)	Repeat the original question and have a negative emotional attitude
	Turn to others directly	Ask other students to answer the question directly
	Interruption	Interrupt students' answers and inform them of their mistakes directly
	Direct negation	Negate students' answer directly
other	Indifferent neglect	Ignore students' mistakes and give correct answers without explanation
	Severe criticism	Criticize students for their wrong answers
other: It generally refers to all other categories that cannot correspond (such as embarrassment, no response, etc.)		

Types	Coding	explanation
Intellectual error	A	Mistakes in knowledge content, laws, etc; the reason is that the mastery of knowledge is not firm enough, and the distinction between concepts is not clear enough
Declarative error	B	Including mistakes such as slip of the tongue
Incomplete answer	C	For example, the answer to an open question is incomplete and only one angle is answered
other	D	It generally refers to all other errors that cannot be classified, such as not knowing the direction of the problem

Teaching procedures	Part 1:	Part 2:	Part 3:	Part 4:	frequency	percentage
	warm up	Pre-reading	While-reading	Post-reading		
Affective attitude	Accept/encourage					
	Prompt/guide					
	Explain					
	Change the way of asking question					
	Self-correction					
	Peer-correction					
positive	Repeat question (positive)					
	Repeat question (negative)					
	Turn to others directly					
	Interruption					
	Direct negation					
	Indifferent neglect					
negative	Severe criticism					
	other					
other: It generally refers to all other categories that cannot correspond (such as embarrassment, no response, etc.)						
Students' error types	A	B	C	D		
frequency						
percentage						
notes						

3. Conclusion

This paper aims at developing a credible and practical observation tool for teacher questioning and corrective feedback for high school English reading lesson under the core competence. An observation scheme actually requires repeated tests and revision. Due to the time limit, this paper mainly shows solicitude to the designing process of the OS theoretically, the

practice about whether the OS successfully functions as promotion to implement the core competence and teachers' professional development still absent. This part requires a long-term controlled trial.

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