

Classroom Questioning on the Development of Students' Thinking Quality in Senior High School English Reading Teaching

Yin Quanqin and Lee Keok Cheong

Abstract –The essence of reading teaching is to cultivate students' ability to obtain information, process information and convey information in English through deep text interpretation, so as to cultivate and develop students' ideological quality, and questioning is an important assist to the cultivation of thinking quality. What are the main cognitive levels of questioning in senior high school English reading class? How does the cognitive level of classroom questioning affect the cultivation of students' thinking quality? In view of these problems, guided by Bloom's taxonomy of educational objectives in the field of cognition, this study uses the methods of questionnaire, interview and comparative experiment to test whether the cognitive level of English Reading Classroom Questioning in senior high school can affect the cultivation of students' thinking quality, and discusses the design and implementation of English reading questioning strategies in senior high school based on the development of thinking quality. The study used a mixture of interpretative, descriptive and correlation analysis. Through questionnaire survey, interview and student behavior analysis to understand students' satisfaction with reading questioning strategies at different cognitive levels. In the process of data processing, quantitative data are analyzed through SPSS 26.0, and qualitative data are sorted and interpreted through records, transcripts and descriptions. The results show that the high school English reading questioning teaching strategy based on the development of thinking quality can effectively enhance students' academic performance and improve students' satisfaction with English reading teaching.

Keywords – classroom questioning, thinking quality, cognitive levels, reading questioning strategies

I. INTRODUCTION

English reading can not only improve students' own literacy and cultural heritage, but also play a very important role in promoting national identity and international understanding (Wang Qiang and Chen Zehang, 2016). Therefore, effective reading teaching should not only provide students with texts or interpret texts, but also enable students to obtain information and construct knowledge from reading, and solve problems in connection with their own lives. Li Chunyu and Zhang Xudong (1996) believed that reading teaching is the main channel for high school students to acquire English language knowledge, strengthen English application skills, cultivate English

thinking and expression ability, understand the cultural background knowledge of English-speaking countries, and promote students' thinking and thinking divergence ability. Therefore, it is extremely important for teachers to design reading lessons so that students can learn from reading lessons.

Reading ability is the focus of the college entrance examination and occupies a considerable proportion in the college entrance examination. It is also the weak point of students. Improving students' reading ability has become the main task of teachers. Zhu Xiaoyan (2011) believes that reading teaching should not only focus on cultivating students' language knowledge and reading skills, but more importantly, training English reading strategies and thinking skills. The new curriculum standard requires students to understand and analyze language and cultural phenomena through reading, classify and summarize information, establish new concepts, infer the logical relationship of information, correctly evaluate ideas, and think in English. Therefore, the goal of reading teaching should be to acquire textual information, develop reading skills, learn language knowledge, and develop thinking ability.

"General High School English Curriculum Standards (2017 Edition)" lists thinking quality as an important part of the core literacy of English subjects, and clearly defines thinking quality as the ability and level of thinking in terms of logic, criticality, creativity, etc. (Ministry of Education, 2017). Zhu Xiaoyan (2011) believes that reading teaching should not only focus on cultivating students' language knowledge and reading skills, but more importantly, training English reading strategies and thinking skills. The goal of reading teaching should be to acquire textual information, develop reading skills, learn language knowledge, and develop thinking skills.

Richards (2000) pointed out that questioning is one of the most frequently used teaching strategies. Research on questioning is also the most important part of teaching research. Teachers' questions cannot only promote the input and understanding of students' knowledge, but also are necessary for language learning, and are also an important means to promote the development of students' thinking ability. In English teaching, questioning is the main way for students to obtain language input. Mei Deming and others believe that classrooms without thinking participation are superficial or superficial learning, and cultivating students' thinking quality is the key to reading teaching, and the starting point and end point of reading teaching (Mei Deming, 2018). Questioning is a specific and operable teaching skill. Using classroom questioning to develop students' comprehensive language ability has a very positive effect on promoting the development of students' thinking

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quality. At present, English reading teaching design generally ignores the cultivation of students' thinking quality. During the classroom observation and investigation, Ye Yi found that the teachers' questions were inaccurate in the degree of difficulty, the logic was not strong, and there was a lack of overall consideration of the text (Ye Yi, 2020).

II. PROBLEM STATEMENT

Class questioning plays a very important role in teaching. Nunan (1991) pointed out that in the process of foreign language and second language acquisition, teacher questioning is of great significance to both classroom teaching and language acquisition. This is because teacher questioning can play an emulable role in the use of the target language, which is another important way for students to input language, as well as the teaching content can achieve the ideal teaching effect just through the perfect organization and teaching of teachers' discourse. Especially in reading teaching, teachers need to ask questions to know the students' understanding of the text. Modern Chinese scholars represented by Wang Duqin (2002) believe that classroom questioning is the most important activity in classroom teaching.

However, there are still many deficiencies in the questioning of high school English reading class. In actual reading teaching, teachers often stay on the acquisition of superficial information, such as asking students to extract information and fill in forms, which is a common teaching activity in teaching (Wang Qiang, 2016). Most high school English reading teaching is still in the state of shallow-level reading. Teachers' questions about texts mostly stay on the cognition of superficial information, and the training of thinking is not enough. There are still many misunderstandings in teachers' questioning skills. For example, some reading teachers ask questions in a single form, and the depth of the questions asked is not properly set. In the teaching process, they only focus on the guidance of questions and ignore the thinking process of students. Related to the text at the language level of the text itself, most of the questions raised in the classroom involve the low-level cognitive level, lacking the structural analysis of the text and the deeper excavation of the content. Although students have mastered some basic reading skills, these questions do not meet the requirements of developing students' higher-order thinking. Students are unable to think deeply about the deep meaning of the text. Without your own in-depth thinking, you will be unable to express your own opinions, and the cultivation of thinking quality will be impossible to talk about.

How teachers can infiltrate the new concepts of new curriculum standards in reading teaching and use classroom questions to more effectively cultivate students' English thinking quality is an urgent problem that needs to be solved in current high school English reading teaching (Ruan Jiahui, Ye Jianzhong, 2018). Here, it is necessary for us to explore the influence of teachers' cognitive level of questioning in class on cultivating students' thinking quality.

III. LITERATURE REVIEW

Related Studies on Teachers' Questioning in English

Reading Class

Eskey (1999) believes that interaction is an important factor in English reading teaching, which is mainly carried out by teachers' classroom questions. In reading, teachers should set appropriate questions to stimulate students' thinking, understanding and develop students' reading ability through students' answers. Irwin (1991) also advocated that teachers often use classroom questions in English reading teaching, because teachers can find out students' problems by asking questions, so as to try to find solutions and improve students' reading ability.

In China, Diao Xiaojing (2011) used the classroom observation method to study the classroom questions of English reading teachers from the aspects of questioning types, methods, strategies, feedback and waiting time. Qi Danhua (2012) took senior high school English reading class as a research topic, and proposed measures to improve teachers' questioning from the perspective of questioning design, control and feedback. Chen Lixiang (2015) analyzed the questioning methods, identified problems and put forward suggestions for improvement and corresponding strategies. Class questioning is an important teaching method to improve students' thinking ability. However, the author found that most scholars' value judgments on classroom questions are often based on teaching practice and lack theoretical support.

Related Studies on Thinking Quality

Steinberg (1997), a famous American psychologist, pointed out that thinking includes the representation and processing of information in the mind. Thinking in schooling consists of two important parts. One is concept formation, that is, the organization and classification of ideas in the mind. Another is reasoning ability, the ability to draw conclusions from evidence. Dewey (2010) believes that if there is a question to be answered, a vague state needs to be clarified, that is, there is a purpose that needs to be achieved, and thinking needs to flow to a certain channel.

In China, Cheng Xiaotang (2017) pointed out that thinking quality mainly refers to the thinking ability related to English and English learning, instead of the general sense of thinking ability. To achieve the quality of thinking, it is necessary for students to abstract in concrete, reason in analysis, ask questions in comparison, and innovate in association (Gong Yaodong, 2015). However, how to reflect thinking ability in specific teaching practice, and what is the relationship between teachers' teaching and the cultivation of thinking quality, deserves further study.

Related research on reading classroom questions to improve students' thinking quality

Although many teachers recognize the importance of improving students' thinking quality, in practice, teachers need to integrate multiple teaching methods, change teaching thinking, and turn the perspective of classroom questioning to thinking quality, so find effective questions from existing research. method is necessary.

From the introduction of the concept of thinking quality

to the English language, many scholars have put forward many methods and theories, and many countries have begun to pay attention to the cultivation of thinking ability. Sternberg (2003) proposed that thinking ability includes analysis, creation and practical ability, and at the same time he proposed the important role of teachers in cultivating students' creative thinking ability. Carrell (1996) thinks that teachers should consider more questions in classroom questions to better improve students' thinking ability. Sadlker (1991) believes that teachers' questions about memory and factual questions can only deepen students' mastery of existing knowledge, but cannot improve their thinking ability. Therefore, teachers' questions should not only require students to understand the literal information of the text, but to understand the deeper meaning between the lines (Peterman, 1999). Brock (1986) proposed that teachers should not only focus on superficial meanings and ignore deep meanings when asking questions in the classroom. He believed that teachers should ask more questions to guide critical thinking. Barnes (1969) argues that because of the different ways of thinking students display when answering questions, teachers' questions about reading should involve factual questions to address comprehension of information; explanatory questions to examine analysis and inference of information; and Social Issues, examines critical thinking. Long and Sato (1983) believe that there should be two types of teachers' questions, display questions and reference questions.

In China, Cheng Xiaotang (2016) believes that English learners should form observation, discovery, comparison, analysis, criticism and other thinking abilities. Although mother tongue has a great influence on thinking quality, many studies have shown that educational training and teaching activities can affect students' positive thinking ability and improve thinking quality (Lin Chongde and Hu Weiping, 2010). Class questions should be aimed at stimulating students' interest in learning and cultivating students' thinking ability, so that students can learn to express their opinions and change passive learning into active learning (Yin Gang and Chen Jingbo, 2007). Scholar Li Jing (2019), after conducting research on specific high school English reading lessons, believes that teachers should combine text content, from shallow-level questions to high-level questions, to constantly arouse students' thinking, and pay attention to students' ability to analyze and infer problems. Cultivation, creating opportunities for students to apply the knowledge they have learned to transfer and innovate. Zhu Ye (2020) pointed out that in order to complete teaching tasks in classroom teaching, many teachers start asking students questions soon after throwing questions, which shortens students' reading time and thinking time, and is not conducive to the cultivation of thinking quality. Therefore, he believes that teachers A certain blank should be created so that students can actively speculate or estimate, and fully exercise their thinking ability. Wang Shijie (2015) believes that teachers should first prepare students well, and clean up students' knowledge and experience problems, such as language barriers such as reading new words in the text, as well as perceptual cognitive barriers on the topic of the text. It is necessary to ensure that students have enough time to think after asking questions.

Only by ensuring the normal operation of students' thinking ability can the improvement of thinking quality be ensured.

Bloom's Taxonomy of Educational Objectives: Cognitive Domain

This study focuses on Bloom's classification of educational goals in the cognitive domain, whose application expectations will have an impact on the effectiveness of classroom questioning.

The classification of this theory in the cognitive domain includes six levels: knowledge, comprehension, application, analysis, synthesis and evaluation, Original Bloom's Taxonomy of Educational Objectives are as follows, which are clearly shown in Table I.

TABLE I: BLOOM'S ORIGINAL TAXONOMY OF EDUCATIONAL OBJECTIVES

Categories	Subcategories
Knowledge	Knowledge of ways and means of dealing with specific things. Knowledge of general principles and abstract concepts in the field of a subject
Comprehension	Transformation, interpretation, inference
Application	None
Analysis	Factor analysis, relationship analysis
Synthesis	To formulate a plan or procedure to derive a set of abstract relations
Evaluation	Judgment based on internal evidence and external criteria

In order to clarify the teaching objectives, Bloom's taxonomy of educational objectives also provides a series of verbs and reference activities with clear instructions. A Revision of Bloom's Taxonomy of Educational Objectives are as shown in Table II.

TABLE II: VERBS AND REFERENCE ACTIVITIES WITH CLEAR INSTRUCTIONS

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Verbs	recalling	explaining	solving	organizing	critiquing	generating
	recognizing	interpreting	implementing	examining	selecting	inventing
	listing	summarizing	illustrating	attributing	checking	composing
	describing	exemplifying	constructing	investigating	debating	producing
	locating	distinguishing	completing	choosing	assessing	designing
	writing	predicting	classifying	deconstructing	judging	planning
Activities	making a list, making a form	drawing a diagram	modeling	questionnaire, plans	debate choice	machines constructions

The first level is memory. It involves the identification of specific or abstract knowledge that is reproduced in the brain in a form close to the ideas and phenomena that the student initially encounters.

The second level is understanding, which means understanding things. Deep understanding is not required, but preliminary, may be superficial, such as transformation, interpretation, summary, etc.

The third level is application, which refers to the application of the concepts, rules and principles learned. It requires learning to properly apply abstractions to appropriate situations without specifying patterns for problem solving. Here the application is a preliminary direct

application, instead of comprehensive, analytical, and comprehensive application of knowledge.

The fourth level is analysis, which refers to decomposing the material into its constituent elements, making the relationship between concepts clearer, the organizational structure of the material clearer, and elaborating the basic theories and principles in detail.

The fifth layer is evaluation. This level requires making persuasive judgments about the essential value of things in a rational and profound way, rather than judging by intuitive feelings or observations. It combines internal and external information and makes inferences based on objective facts.

The sixth layer is creation, that is, combining elements into an internally consistent whole or reorganizing into a new structure.

According to the revised Bloom classification of educational goals, the performance of English reading teachers' classroom questions is as follows:

Memory refers to the recognition and recall of words, phrases, sentence patterns and grammar in reading texts. The main teaching activities include reviewing and learning the words, phrases, sentence patterns and grammar in the reading materials, and practicing and consolidating them through appropriate exercises.

Comprehension refers to the comparative analysis of Chinese and foreign cultures, predicting the content of an article with the help of titles or pictures, understanding the detailed information and some long and difficult sentences in the text, and summarizing the important information in the text.

Application refers to using vocabulary, sentence patterns and grammar to make similar situational expressions, using knowledge to solve problems in practical situations, and using reading strategies (scanning, skimming, intensive reading), etc.

Analysis refers to the analysis of the writing background, the main idea of the article, the structure of the article (such as a mind map), the genre of the article, and the writing style.

Evaluation refers to judging the author's writing intention, commenting on the opinion, behavior and attitude of the article, appreciating the writing language of the article, etc.

To create is to use what you have learned to rewrite, reproduce, or follow up text, create a result (Power Point presentation, drawing, artwork, or performance), and predict the outcome or future development of a story.

These specific verb descriptions and reference activities make Bloom's taxonomy of educational goals more specific and explicit in practical teaching and broadly applicable to teaching in all disciplines. Classroom teaching activities designed based on different cognitive levels meet different educational goals.

According to Bloom's classification of educational goals, classroom problems can be divided into knowledge problems, understanding problems, application problems, analysis problems, evaluation problems and creation problems. This method of classification from the perspective of cognition has been generally recognized by other scholars, which shows that some studies have paid attention to the thinking level and logic level of the problem itself.

Bloom's classification of educational goals is accepted by many educational scholars on the basis of theory and practice, and has no special requirements for subjects and student groups, so it also shows strong practicality in English subjects. In this study, Bloom's educational goal classification framework was used as the basis for determining the cognitive level of questioning.

IV. METHOD

Based on Bloom's classification of educational goals, the researcher described the focus of teachers' cognitive level of questioning, summarized the changes in students' thinking ability, corrected the misunderstanding of questioning in high school English reading teaching, and expounded the strategy of hierarchical questioning. In the English reading class, it is beneficial to cultivate students' thinking quality.

The author will discuss the influence of the cognitive level of teachers' questioning on students' thinking quality from two aspects: (1) What cognitive level is the main focus of high school English reading teachers' questioning? (2) What effect do classroom questions of different cognitive levels have on the cultivation of students' thinking quality?

In order to ensure the accuracy and effectiveness of the experiment, methods and tools are used in this research: literature analysis, questionnaire, interview and test. SPSS 26.0 is used to ensure the reliability of the experiment. The participants of the research include thirty English teachers and two classes of 100 students in a senior high school. The students in two groups are taught by the same teachers, using the same textbooks and in the same educational environment. Between the two classes, one is an experimental group with a total of 50 students, and the other is a control group with a total of 50 students. The samples are clearly shown in Table III.

TABLE III: SAMPLES

Research Methods	Respondents	Research Purpose
Questionnaire	30 teachers (10 teachers in each grade)	To understand the use of different levels of questioning in English reading class
Interview	9 teachers (3 teachers in each grade)	To expose the questioning problems existing and their understanding and application of Bloom's taxonomy of educational objectives
Comparative Experiment	100 Students (50 students for Experimental group & Control group respectively)	To understand the changes of two groups' English reading thinking ability after a semester of experimental teaching

After the research data has been collected, the results of questionnaires, tests and interviews are calculated and analyzed in detail.

By summarizing the data analysis results of the questionnaire, it is found that the teaching process of teachers embodies six levels in the following aspects: the educational objectives of memory, understanding and application basically reach more than 60%, and the application is relatively good. The second level is analysis and evaluation. It is very encouraging that about half of teachers teaching English reading reflect these two target levels. But creativity, the highest level of thinking among students, was only used by 18% of teachers, which is a bit worrying and needs to be done more in future teaching. It can

be seen from the analysis that high school English reading teachers' pay more attention to the first three levels of question types, nearly two-fifths of teachers pay more attention to the design of question types in the two levels of analysis and evaluation, while only a few teachers participate in the cultivation of higher level of thinking quality of creativity.

Through comparative analysis of the experiment, it was found that under the guidance of Bloom's classification of educational objectives, the English reading performance of the experimental group was higher than that of the control group at all cognitive levels. It is found that the improvement of the thinking ability of evaluation and creation is the most obvious, indicating that under the guidance of Bloom's classification of educational objectives, questioning in English reading class is more conducive to the cultivation of students' evaluation and creation thinking ability.

Most teachers agree that multi-level questioning is good for developing students' thinking quality. For teachers, questioning at different cognitive levels can help them design multi-level teaching objectives and improve teaching methods. For students, this is consistent with their cognitive laws. First, they accumulate knowledge, then they understand it, then they process it, analyze it and apply it, then they evaluate it, and finally they enter into self-creation activities. Multi-level questioning helps students develop their ability to memorize, understand, analyze, solve problems and create. Two or three teachers said they weren't sure. First, not every reading will follow a strict standard pattern. Secondly, due to the limited classroom teaching time, it is difficult for teachers to record and analyze the feedback of each student, so they should flexibly grasp it based on the actual situation, but it is always good to have rules to follow.

V. FINDINGS

Through the data analysis of questionnaires, tests and interviews, this research explores the influence of the cognitive level of classroom questioning on the cultivation of high school students' thinking quality. The main findings are as follows:

First, the results of the teacher questionnaire clearly show that in high school English reading classes, teachers' questioning levels are mainly concentrated on the first three levels (memory, comprehension, and application) of the educational goals of Bloom's taxonomy.

The second is to pay attention to the analysis and evaluation level, and pay the least attention to the creative level. This shows that the application of hierarchical questioning in high school English reading teachers' classroom questioning is not deep enough. The first three levels, while applying optimism, ignore the highest level, the cultivation of creativity.

Secondly, the results of pre-test and post-test show that the cognitive level of questions in English reading class can affect the cultivation of high school students' thinking quality. There was no significant difference in reading scores between the two classes before the experiment. After the experiment, the average English reading score of the

experimental group was much higher than that of the control group on all cognitive levels.

In addition, through the difference comparison, it is found that both the evaluation and creation levels are significantly improved.

Finally, based on the interview results, the respondents agreed that it is an art for teachers to ask questions in the classroom. Teachers have a responsibility to make students think, help them connect old knowledge with new knowledge, and improve their understanding of reading texts. The design of classroom questions in English reading courses should fully consider the teaching materials, students and teachers themselves. Textbooks are taken into account because the reading questions on the exam are closely related to textbooks. Considering the students, because they are the main body of the classroom, it is untenable to be separated from the actual abilities of the students. Consider teachers themselves, as they combine their own methods of teaching and learning with a full understanding of the material and their students.

VI. DISCUSSION

After a semester of experiments, the data obtained prove that under the guidance of Bloom's educational goal classification method, teachers' questions at different cognitive levels in English reading class have a profound impact on the cultivation of high school students' thinking quality.

The results of the questionnaire clearly show that the teacher's questioning levels are mainly concentrated in the first three levels (memory, comprehension, and application) of Bloom's taxonomy of educational goals. The second is to pay attention to the analysis and evaluation level, and pay the least attention to the creative level. This shows that the application of hierarchical question-raising in high school English reading class is not deep enough. The first three levels, although applied optimistically, neglect to create the highest level of ability development. Therefore, high school English teachers can consciously design English reading topics according to the six cognitive levels. In daily English reading teaching, we should take into account the design and application of problems at all levels, and comprehensively improve the thinking quality of students at all levels.

Through interviews with teachers during the experiment, conclusions are drawn after analyzing the answers given by teachers. The teachers agreed that asking questions in the classroom is an art. Teachers have the responsibility to guide students' thinking, help them connect old knowledge with new knowledge, and improve their understanding of reading texts.

The design of classroom questions in English reading courses should fully consider the factors of teaching materials, students and teachers themselves. The textbook is considered because the reading questions related to the exam are closely related to the textbook. Considering the student's factor, because they are the main body of the classroom, it is untenable to be separated from the actual ability of the students. Consider teachers themselves, as they combine their own methods of teaching and learning based on a full understanding of the material and students.

The shortage of questions asked by teachers in reading class is mainly reflected in the fact that the questions raised pay too much attention to the memory, understanding and application of low-level details, and less response to high-level thinking problems that belong to analysis, evaluation and creation. The shortage of teachers in the cultivation of students' thinking quality is mainly reflected in the basic training of students' memory, understanding and application ability of low-level thinking, while the analysis, evaluation and creativity of higher-order thinking are relatively lacking.

Almost all teachers are involved in some of the six cognitive levels in some way. Of course, there are some difficulties in designing the problem, but there are also solutions, which involve the depth of the problem, the adjustment of expectations, and the change in the way the question is asked.

As for whether different levels of questioning in English reading class can have an impact on the cultivation of students' thinking quality, most teachers believe that layered questioning can promote the development of students' thinking ability. It makes the goal of the question clearer and the question design more orderly. That is, from easy to difficult, from low to high, from shallow to deep.

Through the comparative analysis of test scores before and after the experiment, it is found that teachers' classroom questions about English reading cover all six educational goals, which can effectively improve the quality of English critical thinking of high school students. The average score of English reading in the experimental group was much higher than that in the control group at all levels. In addition, through the comparison of differences, it is found that the two levels of evaluation and creation have the most obvious improvement. This shows that when teachers ask high cognitive level questions of analysis, evaluation, creation, etc., students need to make connections between many ideas. In the process, they must independently transfer and integrate knowledge, process and analyze texts. Students learn language in the process of refining, integrating, analyzing, comparing, summarizing, and evaluating texts, thereby forming structured knowledge. This promotes the development of cognitive constructs and affects the dimension of students' thinking development.

Therefore, teachers should focus on cultivating students' thinking quality when designing problems. In addition, teachers should also consider the cognitive level and age characteristics of students to make questions appropriate to the student's zone of proximal development.

VII. CONCLUSION

Questioning is an important assist to the cultivation of thinking quality in the process of English reading teaching. Guided by Bloom's taxonomy of educational objectives in the field of cognition, this study uses the methods of questionnaire, interview and comparative experiment to test whether the cognitive level of English Reading Classroom Questioning in senior high school can affect the cultivation of students' thinking quality, and discusses the design and implementation of English reading questioning strategies in senior high school based on the development of thinking

quality. Through questionnaire survey, interview and comparative analysis of the experiment to understand students' satisfaction with reading questioning strategies at different cognitive levels. In the process of data processing, quantitative data are analyzed through SPSS 26.0, and qualitative data are sorted and interpreted through records, transcripts and descriptions. The results show that the high school English reading questioning teaching strategy based on the development of thinking quality can effectively enhance students' academic performance and improve students' satisfaction with English reading teaching.

Inspirations and Suggestions for Teaching English Reading

First, teachers' classroom questions should cover the six cognitive levels as comprehensively as possible. From the perspective of teachers, it is necessary to fully and thoroughly understand the meaning of the six cognitive levels, read and research related literature on theories, and consciously design, implement and evaluate teaching from these six levels. We should not be limited to the cultivation of low-level goals, but should pay close attention to the cultivation of high-level goals to help students improve their reading ability qualitatively. From the students' point of view, they also need to follow the teacher's teaching rhythm. They not only have to be satisfied with low-level gains, but also challenge themselves and improve their thinking quality. They can learn to evaluate readings and even create under the guidance of a teacher.

Secondly, teachers should strengthen the setting and distribution of problem levels, and integrate different types of problems into all aspects of English reading teaching. To raise more open-ended questions to cultivate students' thinking quality and more effectively promote the orderly development of English classroom teaching. According to the key points and difficulties in teaching, carefully design questions to stimulate students' interest in learning and improve the quality of students' thinking. According to the students' character and English level, questions of different difficulty and depth are designed in a targeted manner. Choose the appropriate answer based on the difficulty of the question. Answers to questions should not be too absolute or too uniform. Set a frame for students with learning difficulties and a higher level of difficulty for high-achieving students. Teachers should be good at giving systematic guidance when asking questions, guiding students to further think and explore answers beyond the teacher's preset, so as to achieve effective initiative and creative learning.

Finally, teachers ask questions in as many ways as possible to stimulate students' thinking and interest. At the same time, teachers should use a variety of questioning methods to mobilize the enthusiasm of students to participate in the classroom, and try to ensure that every student has the opportunity to answer the questions. Students are encouraged to ask questions so that they can experience the satisfaction and joy of participating in class Q&A. Of course, while enriching the way of asking questions, it is also necessary to avoid asking too many questions and asking too many questions. The designed questions should be as interesting, effective and inspiring as possible, form a certain

suspense, make students interested in exploring, have a strong thirst for knowledge, and be able to concentrate on thinking and answering questions.

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