



**EXPLORATION OF CHINESE NOVICE TEACHERS TEACHING
PRACTICES AND QUESTIONING IN TEACHING
ENGLISH READING CLASSES**

**BY
SHA HANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION IN BILINGUAL
EDUCATION AND ENGLISH LANGUAGE TEACHING
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023**

Thesis entitled

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and English Language Teaching

Rangsit University
Academic Year 2023

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ACKNOWLEDGEMENTS

Two years of postgraduate life is fleeting, in this difficult and challenging learning road, there have been hardships but more is full of harvest, these experiences will become the most valuable wealth in my life. Here, I sincerely thank my teachers, classmates and family members who have given me selfless help and concern.

First of all, I would like to thank my thesis advisor. Assistant Professor Dr. Anchalee Chayanuvat. Her profound professional knowledge, rigorous academic attitude and excellent work style have deeply impressed me. From the selection of the thesis to the completion of the thesis, my advisor has always paid close attention to all the steps in the research process.

At the beginning of the topic selection, my advisor had a regular discussion with us, deliberated the topic, and provided a lot of constructive suggestions for my topic selection. In the process of writing, I consulted my advisor many times, and she always took the trouble to answer various questions for me. At the same time, the revision of the paper was always meticulous, from the structure of the article and the cohesion of the chapters to the use of words and punctuation in the article, so the paper was more accurate and the structure was more reasonable. It is her work style that underlines for my successful graduation.

Secondly, I would like to thank all the lecturers of Suryadhep Teachers College. In the process of learning from them, I learned not only the theoretical knowledge and practical skills in education and teaching, but also their meticulous work attitude, tireless style of learning, and tireless noble ethics in teaching. It is their excellent teaching style and learning style that make me more determined to teach in the future.

In addition, I would also like to thank the leaders and teachers of my university for their strong support and cooperation in the investigation of my thesis. With their help, I was able to successfully complete the investigation of my thesis and finally complete the writing of my thesis.

Finally, I would like to thank my family and friends who quietly support me, who have given me care and encouragement, and who have allowed me to move forward and constantly surpass myself. Here, I would like to send my best regards to those who have given me love and support of family and friends, I wish them happiness and the best of health.

I would like to express my sincere thanks to the experts and professors who took time out of their busy schedules to review this paper

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Thesis Title : Exploration of Chinese Novice Teachers Teaching Practices and Questioning in Teaching English Reading Classes

Program : Master of Education in Bilingual Education and English language Teaching

Thesis Advisor : Asst. Prof. Anchalee Chayanuvat, Ed.D.

Abstract

The objectives of this study were to 1) explore Chinese novice English teachers' teaching practices in English reading comprehension classes, and 2) analyze the types of questions used by Chinese novice English teachers in English reading comprehension classes. A mixed-methods approach was used in this study. Five novice teachers from Yunnan Province, China, were selected with purposive sampling method from the research population of 22 teachers. The instruments adopted in the study comprised classroom observation checklists of 10 lessons of, 5 lesson plans and 5 teacher journals. The results from the three research instruments showed that 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. For the question types, it was found that 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%). Thus, it is recommended that the Chinese novice English teachers should diversify their teaching methods, improve teacher-student interaction, and provide opportunities for extended and independent learning. In addition, teachers should balance cognitive questioning, develop critical thinking, and actively participate in ongoing professional development.

(Total 104 pages)

Key Words: Novice teachers, Teaching practices, Teaching reading question types, Chinese English language teachers

Student's Signature Thesis Advisor's Signature

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
ABSTRACTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABBREVIATIONS	viii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objectives	5
1.3 Research Questions	6
1.4 Conceptual Framework	6
1.5 Scope of the Study	7
1.6 Significance of the Study	8
1.7 Limitations of the Study	9
1.8 Definition of key terms	9
CHAPTER 2 LITERATURE REVIEW	10
2.1 Definitions of Novice teachers	10
2.2 Introduction to Classroom Questioning	12
2.3 English reading Comprehension classes in Chinese Vocational Schools	16
2.4 Theoretical Basis	18
2.5 Related Research	22
2.6 Chapter Summary	27
CHAPTER 3 RESEARCH METHODOLOGY	29
3.1 Research Design	29

TABLE OF CONTENTS (CONT.)

	Page
3.2 Context of the Study	30
3.3 The Population and Sample of the Study	31
3.4 Research Instruments	32
3.5 Validity and Reliability of Research Instruments	34
3.6 Data Collection	36
3.7 Data Analysis	37
3.8 Ethical Considerations	39
 CHAPTER 4 DATA ANALYSIS	 40
4.1 Analysis of the Lesson Plans	40
4.2 The Analysis of Teachers Journals	46
4.3 The Analysis of Classroom Observations	48
 CHAPTER 5 CONCLUSION DISCUSSION AND RECOMMENDATION	 56
5.1 Conclusion	56
5.2 Discussion	60
5.3 Recommendations	64
 REFERENCES	 66
 APPENDICES	 75
Appendix A Lesson Plan Analysis	76
Appendix B Teacher Journal Analysis	79
Appendix C Classroom Observation	81
Appendix D Time-Objective Congruence Index (IOC) Form	83
Appendix E Time-Objective Congruence Index (IOC) Analysis	96
Appendix F Acknowledgment of Human Research Ethics Approval	100

TABLE OF CONTENTS (CONT.)

	Page
Appendix G Certificate Approval by Ethics Review Board of Rangsit University	102
BIOGRAPHY	104



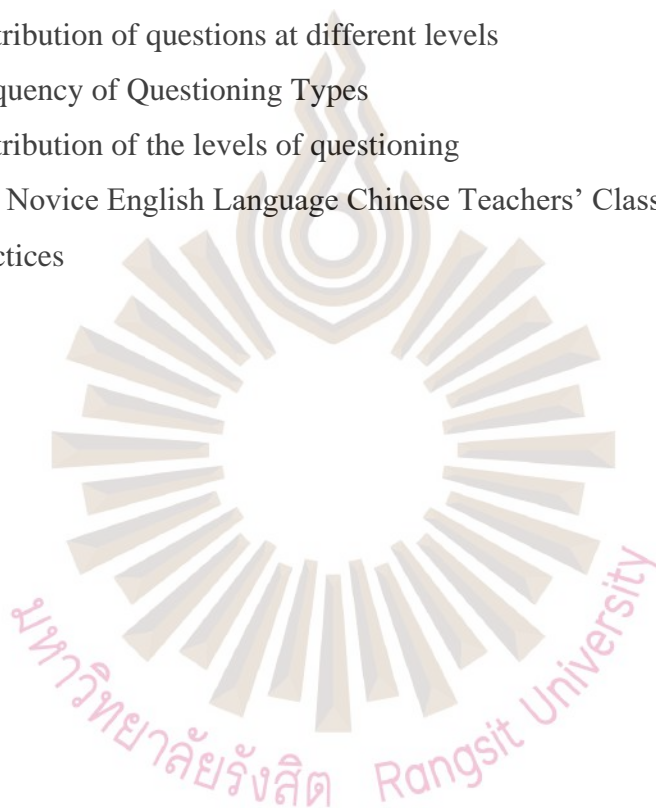
LIST OF TABLES

Table	Page
1.1 Examples of Questioning Types	5
2.1 Integrated Framework for Effective Classroom Teaching	24
3.1 Research design	30
3.2 Information about the Participants	32
3.3 The Cronbach's alpha coefficient Rating Scale	35
4.1 Novice Teacher Lesson Plan in English Reading Comprehension classes	40
4.2 Novice Teacher Lesson Plan Items in Teaching Practice	44
4.3 Novice teacher journals in English Reading Comprehension classes	46
4.4 Basic information on classroom observations	49
4.5 Summary of classroom observation data	50
4.6 Case recodes on the Classroom Observation	53



LIST OF FIGURES

	Page
Figure	
1.1 Percentage of Vocational Colleges in China (from 2018 to 2022)	4
1.2 Conceptual framework	6
3.1 The process of data Analysis in classroom observations	38
4.1 Distribution of questions at different levels	50
4.2 Frequency of Questioning Types	51
4.3 Distribution of the levels of questioning	52
5.1 The Novice English Language Chinese Teachers' Classroom Practices	57



ABBREVIATIONS

Abbreviation	Meaning
NT	Novice Teacher
BTEO	Bloom's Taxonomy of Educational Objectives
R	Remembering
U	Understanding
Ap	Applying
An	Analyzing
E	Evaluating
C	Creating



CHAPTER 1

INTRODUCTION

This chapter elucidates the background and rationale of the study, the research objectives, the research questions, the scope of the study, the significance and the limitations of the study. It also provides conceptual framework and definition of key terms.

1.1 BACKGROUND OF THE STUDY

With the improvement of China's opening to the world and internationalization, the importance of English as a global language has become increasingly prominent. Mastering the English language means mastery of all the four skills: listening, speaking, reading and writing. Besides these four major skills, many experts mention two additional ones: grammar and vocabulary, grammar is the foundation of language structure and a key element in ensuring effective communication (Wang, 2018). Rich vocabulary is the basis for rich and colorful language expression. Mastering a rich vocabulary not only helps to express thoughts accurately, but also improves the expressive power and depth of language (Li, 2017). Among them, reading plays an important role in English language teaching (Wu, 2013), which is a major skill for people to acquire knowledge and improve their English level.

In China, the group of novice English teachers are 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). To be a good enabling English teacher for students, a novice teacher is expected to develop a number of usable teaching strategies and thus required to participate in professional development workshops, Research by Chen and Li (2019) pointed out that professional development workshops provide

teachers with opportunities to share experiences with peers and learn about the latest teaching methods and resources. Liu (2020) study highlighted the important role of professional workshops in promoting teachers' self-reflection and improving professional confidence. By interacting with other education professionals, novice teachers can better understand and respond to the various challenges in the classroom, thereby improving their own teaching skills.

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.

Currently, China's English teachers in English reading class teaching are 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 appropriate, 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 is believed that the way the reading teacher asks his or her question can help students improve the reading skills. Thus, this is the area that is worth studying. According to Tao (2019), 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.

A thorough study on the English reading classroom of novice English teachers can help to understand the teaching practice of novice English teachers in China. In particular, it is of great significance to understand the level types of novice English teachers in order to improve students' English reading ability, cultivate their comprehensive language application ability, and promote the development of Chinese novice English teachers' educational skills.

This study was conducted at 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, in 2022, China had 3,013 colleges and universities, of which 1,489 were vocational colleges, accounting for nearly half of the total. Vocational college students can graduate in three years, and they need to take a technical course, as well as a basic public English course. Figure 1.1 below shows the number of vocational colleges in China from 2018 to 2022.

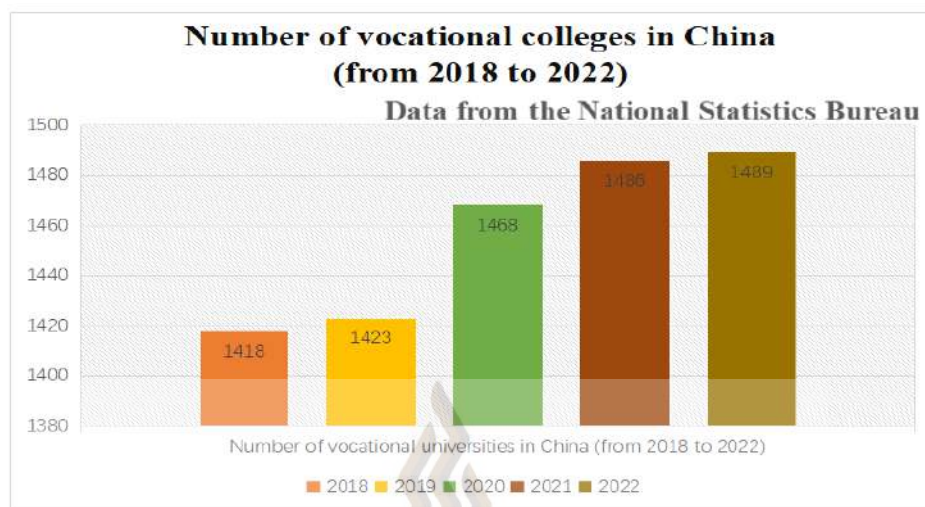


Figure 1.1 Number of Vocational Colleges in China (from 2018 to 2022)

Source: National Bureau of Statistics of China: Statistics
on Vocational Colleges, 2022

Guided by Bloom's taxonomy, this study used 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.

Bloom and Krathwohl (1956) argued that classroom questioning should pay full attention to learners' ability to conduct intellectual activities in the use of language and should not deviate from learners' cognitive scope. The categories of questioning should be divided according to language functions and human thinking forms. This study adapts Bloom's taxonomy to research the cognitive orientation of teacher questioning. The following table reveals the classification of questions in terms of levels and questioning types.

Table 1.1 Examples of Questioning Types

Types of Cognitive Level	Keywords	Questioning Types
Remembering	describe, name, find, list, write	Who won the MVP in this game?
Understanding	explain, compare, predict, outline	What happened to the player?
Applying	illustrate, classify, solve, employ	What would you do in such a situation?
Analyzing	explain, identify, categorize	What do you think is the X factor that helped Team A win the game?
Evaluating	recommend, decide, prioritize	If you are this player, can you recommend how to handle this moment?
Creating	plan, invent, compose, imagine	Can you imagine another way to change the result of the game?

Source: Xu, 2007

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.

1.2 RESEARCH OBJECTIVES

1.2.1 To explore Chinese novice English teachers' teaching practices in English reading comprehension classes

1.2.2 To analyze the questions used by Chinese novice English teachers in English reading comprehension classes

1.3 RESEARCH QUESTIONS

1.3.1 How did Chinese novice English teachers teach in English reading comprehension classes?

1.3.2 What type of questions did Chinese Novice English teachers use in English reading comprehension classes?

1.4 CONCEPTUAL FRAMEWORK

In the study, the sample group consisted of five novice teachers, from vocational colleges based on the study's definition of novice teachers. This study adopted a mixed-methods research approach that included collecting both qualitative and quantitative data.

Firstly, the Chinese novice English teachers' lesson plans and the teachers' journals were analyzed for how the reading classes were approached. Then, the novice teachers' teaching practices and the use of questioning in teaching reading during the English reading teaching process were observed. Figure 1.2 below illustrates the conceptual framework of the study.

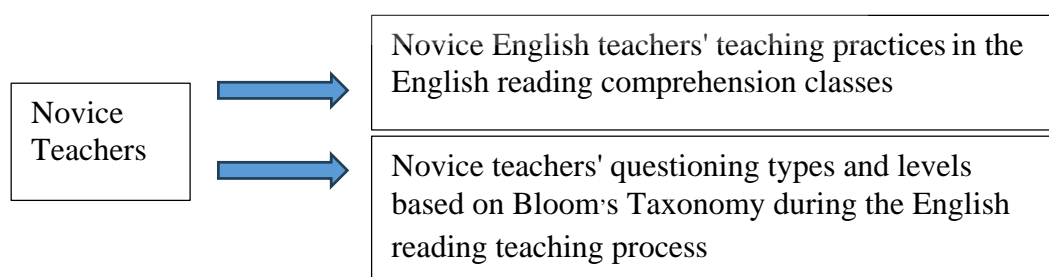


Figure 1.2 Conceptual Framework

1.5 SCOPE OF THE STUDY

1.5.1 The Research Site

The study was conducted at China's Yunnan Vocational College of Transportation where the researcher has been working for five years. This vocational college ranks in the upper middle range of national vocational colleges in terms of level and quality of education. The college offers a public English course, and students are required to complete a course of English integrated skills from the freshman to the 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.

1.5.2 Population and Sample of the Study

In the study, samples were selected from the population of 22 Chinese English language teachers using cluster sampling technique. The sample selection process began with the definitions of novice teachers, as well as a combination of factors such as novice teachers' participation and availability to assist in providing data for the study, the final sample for this study was five novice teachers.

The specific operation process was strictly based on the definition of novice and total number of English teachers in this vocational school. In this study, novice teachers are teachers who have been teaching for 1-3 years, are at the junior professional development stage, have no title and lesser teaching participation experience.

The college in this study is Yunnan Vocational College of Transportation, which has more than 12,000 students and 800 teachers, among whom there are 22 English language teachers. Based on the objectives and research tools of the study, the sample was selected based on the definition of novice teachers, and ensure that teachers can willingly participate and assist in providing research materials.

The data for this study was collected in the second semester of 2023 for approximately one and a half month.

1.5.3 Research Instruments

The instruments for this study consisted of

- 1) Lesson Plan Checklists
- 2) Teachers' Journals
- 3) Lesson Observation Checklists

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Theoretical Significance

By understanding the teaching styles and types of questions asked by novice Chinese English teachers in English reading comprehension classrooms, it is possible to provide empirical data on teaching methods and strategies for educational research. This helps to enrich the theoretical framework in the field of education.

1.6.2 Practical Significance

1) Improvement of teaching quality: By analyzing the teaching styles and types of questions asked by novice teachers, practical suggestions and guidance can be provided for improving teaching and learning in English reading comprehension classrooms.

2) Guidance for teacher training: Understanding effective teaching practices and problem types will provide valuable lessons for future teacher training, helping new teachers to better prepare and improve their teaching skills.

1.7 LIMITATIONS OF THE STUDY

In this study, the limitation of this study is that it focused on novice teachers in one particular vocational school. Despite the strong representation of this school, there is no guarantee that all Chinese vocational schools are resourced in the same way, with the same allocation of teachers and students. Besides, the Chinese novice English teachers in other schools may adopt varying practices and using different styles of asking questions in the reading classes. In other words, the findings from this study cannot be applied to other contexts.

1.8 DEFINITION OF KEY TERMS

Novice Teachers In this study, a novice teacher is a teacher who graduated from a teachers' college with a degree in English, has worked for less than three years, without any professional titles. In addition, teachers in internships are also considered novice teachers.

Teaching Practices In this study, the term refers to the methods and strategies used by teachers in the classroom to facilitate student learning, understanding, and knowledge application. This includes instructional design, resource selection, student guidance, classroom interaction, and assessment of learning outcomes.

Teaching Reading Question Types In this study, the term refers to questions used in line with Bloom's cognitive levels to enhance student learning. Bloom's taxonomy categorizes questions into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation to promote higher-order thinking.

Chinese English Language Teachers refer to Chinese English language teachers in vocational schools of China. In this study, the vocational school refers to a vocational college in Kunming, Yunnan Province, China.

CHAPTER 2

LITERATURE REVIEW

This chapter first reviews the definitions of novice teachers and detailed explanation. Second, classroom questioning, types of questioning and cognitive levels of questioning are given. Third, a review on the English reading teaching courses related to vocational schools in China. Fourth, the theory of Teacher-Student interaction and the theory related to Anderson and Bloom's Taxonomy are followed. In the last part of the chapter, related studies on the use of cognitive level classroom questioning with an emphasis on teaching reading of English language novice and experienced teachers in China and internationally are provided.

2.1 DEFINITIONS OF NOVICE TEACHERS

In this part, the definitions and development of novice teachers, and how to distinguish novice teachers are presented.

Scholars from China and around the world have different definitions and criteria for identifying novice teachers. Berliner (1988) asserted that teaching experience constitutes a crucial aspect of professional knowledge. Consequently, he presented a model of five stages of teachers' professional development, which includes: 1) Novice teacher; 2) Skilled novice teacher; 3) Competent teacher; 4) Proficient teacher; and 5) Expert teacher.

Berliner (1988) proposes five stages of teacher's development, namely novice teacher, advanced teacher, competent teacher, proficient teacher and expert teacher. It is a long-term process to develop from a novice teacher to an expert teacher. In two or three years, a novice teacher can turn into an advanced teacher. After that, a number of advanced teachers become competent teachers in another 2 or 3 years. After three or

more years' experience accumulation in teaching practice and professional training, competent teachers may get into proficient teachers. Then a certain number of teachers are likely to become expert teachers.

Leinhardt (1996) and Brandt (1986) provide specific definitions of novice teachers and expert teachers based on their experimental findings. According to their research, these definitions encompass three key aspects: 1) the length of teaching experience is considered. 2) student test scores are utilized as a metric. 3) School administrators or authorities.

These scholars' viewpoints highlight the transitional phase of novice teachers and emphasize the importance of providing them with guidance, support, and opportunities for professional development to enhance their teaching practices.

In accordance with China's school conditions, Chinese scholar Lian (2004) claims that in addition to teaching age, professional title should be taken into consideration because the professional title can reflect a teacher's ability to a certain extent. As a matter of fact, a teacher's professional title closely links to his teaching age. It is common that the longer the teaching age is, the higher the possibility of getting a senior title is.

Furthermore, many researches have demonstrated that the novice teachers are the newly trained teachers who have a good knowledge in theoretical teaching knowledge but lacking in the ability to apply theories to teaching practices (Xu & Dong, 2015)

The above review shows similar definitions of novice teachers that point out to the young age, years of teaching experience and needs for professional development. In this paper, the novice teacher has graduated from a teachers' college with a degree in English, has worked for less than three years and has no professional title.

2.2 INTRODUCTION TO CLASSROOM QUESTIONING

In China, English is taught as a foreign language for students. Like in other countries that study English as a foreign language. The mother tongue is a dominant factor. Outside the English language class, students mostly use their mother tongue. For example, Thais use the Thai language. Chinese use the Chinese language. Therefore, a classroom is the main place where students and English are connected. Thus, classroom teaching plays a very important role in the process of learning the language. Teachers' questioning, one of the main parts of classroom activities, has received much attention in the English language teaching process. In this part, some theories about questioning will be reviewed, including the definitions of questioning and questioning types.

2.2.1 Definitions of Classroom Questioning

Questioning is crucial in language learning and teaching as it helps capture students' attention, motivates their learning, and sparks critical thinking. Researchers from different countries have provided diverse definitions of questioning, which can be summarized into the following perspectives.

Questioning, an imperative or interrogative expression, is commonly used to elicit information or answers from students or to test their knowledge or understanding. In an English class, if the teacher uses appropriate questions, students will learn.

In China, scholars have different definitions of classroom questioning. It is mainly defined through the three aspects of psychology, functioning and effectiveness. Some scholars define classroom questioning from the perspective of psychology. Jin (1997) claimed that questioning is a teaching hint or stimulation given by teachers and instruction to promote the teaching process.

While other scholars define classroom questioning from the function of questioning. Pi (2000) pointed out that classroom questioning is a teaching behavior

way that teachers promote learning, stimulate thinking and achieve teaching objectives by setting a language communication environment for solving problems.

Li (2019) noted that teachers' questioning is put forward according to the teaching content, students' experience, and their knowledge construction. Classroom questions can quickly mobilize students' background knowledge, stimulate their interests in learning, broaden their thinking width and depth, especially, activate students' logical, critical and creative thinking.

Ma (2009) also defined teachers' questioning as one kind of activities, teaching procedures and teaching behaviors. The interaction between teacher and students can check students' learning, promote their ability of critical thinking, consolidate their prior knowledge, encourage them to use new knowledge and finally achieve teaching and learning objectives.

A few scholars have offered a view on the definition of questioning effectiveness. Lin (2012) stated that effective questions have the effects of inducing curiosity, driving exploration, inspiring thinking, and improving communication, and these effects often extend beyond the classroom and are far-reaching. Li (2018) revealed that only from the perspective of learning to design classroom questioning, can we really know "What do students need to learn?", "How can students learn?" and other questions. These two basic questions can be called effective questions.

In conclusion, most of the existing studies define teacher questioning in terms of its function. This study defines teacher questioning in a reading class as layered discourse output to guide students to use their own thinking to learn about textual content, connotative meaning, and authorial intent. It is important to note that these scholars' perspectives provide different insights into the definitions and purposes of questioning. Their contributions have shaped educational practices and research related to questioning.

2.2.2 Types of Questioning

Bloom's classification (1956) is a widely utilized framework for categorizing teachers' questions based on their cognitive levels. The classification comprises six categories: knowledge questions, comprehension questions, application questions, analysis questions, synthesis questions, and evaluation questions. These categories span from low to high cognitive levels. Anderson and Krathwohl (2001) revised Bloom's classification of educational objectives, dividing questions into six levels: remembering, understanding, applying, analyzing, evaluating and creating.

Building upon Bloom's classification, several researchers, such as Gall (1970), Wilen (1986), and Arends (1994), have further refined the categorization of these six types of questions. They defined knowledge questions as relatively lower-level cognitive inquiries, while comprehension questions and application questions fall into the secondary level of cognition. On the other hand, analysis questions, synthesis questions, and evaluation questions are classified as the highest level of cognition.

Collectively, these scholars reached a consensus that the majority of questions posed in the classroom tend to be lower-level questions, while higher-level cognitive questions, such as analysis, synthesis, and evaluation, are less frequently asked.

In contrast to Bloom's classification, Long and Sato (1983) proposed a different categorization of questions, broadly dividing them into two main categories. These categories encompassed “echoic questions” and “epistemic questions.”

Barnes (1979) divided classroom questioning into four types. The first type of question focuses on “Who are they?” The second type of question is the reasoning question, which focuses on the how and why. In addition, these questions are divided into closed questions and open questions. Third, open questions. There are no fixed answers to open-ended questions. The fourth type of problem is social problem, which affects students' social behavior by controlling and engaging them.

David (1975) advocacy questions are divided into convergent and divergent questions. Convergent questions have a single correct answer and tend to lead students to a specific solution or conclusion. Divergent questions have multiple possible answers and encourage creativity, exploration, and divergent thinking.

Richards and Lockhart (2001) proposed the types of classroom questioning starting from investigating questions' roles, which grouped questions into three categories. One is the procedural question which is used to organize daily teaching, such as "Can you read what I've written on the blackboard?" Another type is the convergent question. Students are asked to respond to a central question that does not require much thought and is often related to the content presented to help students recall and practice what they have learned, such as "How many of you own a personal computer?". The third type is the divergent question whose answers are no longer simple "yes" or "no", but cohesive phrases demonstrating student' thought, such as "Do you think computers have any negative effects on society?".

In China, most of the research on classroom question types is based on objective-oriented problem classification. Quan (2002) found Chinese classroom questions are mostly related to low-level cognition, but also to a lack of higher-level cognition, particularly creative thinking. On average, teachers ask approximately 50 questions every class, 90 percent of which are closed and only about 10% of which are open.

Frequently, time-consuming questions will invariably degrade the quality of pupils' thinking and stifle their ability to develop initiative Teachers employ an excessive number of demonstrative questions in class, whereas referential questions make up a minor portion (Hu, 2004).

It is evident that scholars' classifications offer various frameworks for understanding and categorizing different types of questioning. The classifications are aimed at guiding educators in using questions effectively to stimulate thinking, deepen understanding, and promote higher-order cognitive processes.

This study adopted Bloom's Taxonomy as a guide to find out what levels and what types of questions Chinese English language teachers used when they taught reading.

2.3 ENGLISH READING COMPREHENSION CLASSES IN CHINESE VOCATIONAL SCHOOLS

This part discussed the objectives and contents, teaching methods and learning outcomes of English reading teaching in Chinese vocational schools, as well as the teachers' effective questioning strategies, the importance of questioning, and students' feedback in the teaching classroom.

2.3.1 Overview of English Reading Comprehension Teaching Course in Chinese Vocational Schools

2.3.1.1 Teaching Objectives

The teaching objectives in the English reading course for vocational school students are crucial in shaping the learning outcomes. The reading teaching course aims to equip students with the ability to read and understand various types of English texts commonly encountered in vocational fields.

Wang and Li (2019) emphasize the importance of fostering students' critical thinking through reading activities, enabling them to analyze and interpret information effectively.

2.3.1.2 Teaching Contents

The contents of the English reading teaching course in vocational schools play a significant role in achieving the set objectives. Liang and Zhang (2018) state that the course should cover a wide range of reading materials, including articles, technical documents, and professional texts relevant to students' future careers. The integration of authentic materials from different vocational fields can enhance students' reading skills and knowledge application. Moreover, Wang et al. (2020) suggest incorporating cultural

and current affairs readings to broaden students' horizons and promote cross-cultural understanding.

2.1.3.3 Teaching Methods and Strategies

Various teaching methods and strategies are employed to optimize the English reading learning experience in vocational schools. Chen and Liu (2016) advocate the use of pre-reading activities, such as skimming and scanning, to help students grasp the main ideas and key information efficiently. Furthermore, interactive group discussions, as proposed by Zhou and Huang (2019), encourage active participation and exchange of ideas among students, facilitating their understanding and application of reading materials. Integrating multimedia resources, as suggested by Guo and Wang (2017), enables students to engage with diverse texts, enhancing their interest and motivation in learning.

2.1.3.4 Learning Outcomes

The effectiveness of the English reading teaching course can be gauged through the learning outcomes achieved by students. Chen and Xu (2018) assert that students who participate in a well-designed reading course demonstrate improved reading proficiency, which positively impacts their academic performance and future career development. Zhang et al. (2021) further highlight that students' increased reading comprehension enhances their language confidence, making them more willing to engage in English communication in various vocational contexts.

2.3.2 Application of Questioning Strategies in English Reading Comprehension Classes in Vocational Schools

2.3.2.1 Roles and Significance of Questioning

Questioning plays a pivotal role in the English reading course as it stimulates students' critical thinking and encourages active engagement with the reading materials. According to Wang and Huang (2016), well-designed questions can prompt students to reflect on the text, make connections, and infer meaning, fostering deeper comprehension. Additionally, Zhang and Liu (2019) point out that effective questioning strategies can foster students' meta-cognitive awareness, enabling them to monitor their understanding and identify areas of improvement in their reading skills.

2.3.2.2 Teacher Questioning Strategies

Teachers' questioning strategies greatly influence students' learning experiences in the English reading course. Huang et al. (2020) highlight the significance of open-ended questions that encourage students to articulate their thoughts and opinions, promoting critical thinking and language expression. On the other hand, Zhang and Wang (2018) stress the importance of employing probing questions that guide students to explore the text further and analyze its content in-depth. Skillful questioning techniques not only enhance classroom dynamics but also lead to a more profound understanding of the reading materials.

2.3.2.3 Student Responses

The effectiveness of questioning strategies can be observed through students' responses during the English reading course. Zhao and Chen (2017) found that when students were actively engaged in answering questions, their participation and interest in the course significantly increased. Liu and Li (2021) note that students' ability to articulate thoughtful responses demonstrates their understanding and comprehension of the reading materials. Moreover, Wang et al. (2019) suggest that student responses to questions can provide valuable insights for teachers to adjust their teaching methods and address students' learning needs effectively.

In conclusion, enhancing the quality of the English reading teaching course in vocational schools requires thoughtful consideration of questioning strategies. By incorporating well-designed questions at different cognitive levels, teachers can create a dynamic and enriching learning environment, ultimately leading to improved language proficiency and critical thinking skills among Chinese vocational school students.

2.4 THE ORETICAL BASIS

In this part, two theories were reviewed. The first is teacher-student interaction and the second is Bloom's taxonomy. These two are the basis for the whole study.

2.4.1 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 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.

2.4.2 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. Examples are 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 (Sheng & Li, 1998). After referring to their classification of "the value of thinking in questions", this study adopted Bloom's taxonomy to research the cognitive orientation of teacher questioning. The following is the classification of questions.

1) Remembering questions: this kind of questions requires 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 understanding of knowledge. This is the lowest level of question in Bloom's Taxonomy.

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 applies. 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 ask 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.

2.5 RELATED RESEARCH

2.5.1 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 Aebbersold (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 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

Table 2.1 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.

Source: Chen, 2021

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.

2.5.2 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 & Krathwohl, 1956; Anderson, Krathwohl, Airasian, Cruikshank, & Wittrock, 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 (2013) 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 (2017) 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.

2.6 CHAPTER SUMMARY

This chapter reviews the definition of questioning, types of questions and cognitive levels, as well as some related literature research. Previous studies have also found limitations and need to be further explored.

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.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology used for the study, the research design, the research instrument, the reliability, validity of the instruments, Data collection and data analysis procedures. The chapter ends with information about ethical considerations.

3.1 RESEARCH DESIGN

The study adopted a mixed-methods research, with three instruments to collect the data for the study: lesson plans, teacher's journals and classroom observation checklists. Mixed-methods research is an approach that combines quantitative and qualitative methods in a 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 practices in reading comprehension classes. Subsequently, this study studied the level and type of questioning of the teachers based on Bloom's Taxonomy.

The sample of this study consisted of 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 and representativeness.

The data for this study were collected in the second semester of 2023 for approximately one and a half month. The table below shows how this study was designed.

Table 3.1 Research Design

Research Questions	Research Instruments	Data Collection	Data Analysis
1. How did Chinese novice English teachers teach in English reading comprehension classes?	1 (Lesson Plan 2 (Teachers' Journals 3 (Lesson Observation Checklists	1 (Collected the lesson plans 2 (Collected the teachers' Journals 3 (Arranged with the teachers to observe the actual lessons	--Content analysis for the lesson plans, the teachers' journals and class observation records
2. What type of questions did Chinese Novice English teachers use in English reading comprehension classes?	1 (Lesson Plan Checklists 2 (Teachers' Journals 3 (Lesson Observation Checklists	1 (Collected the lesson plans 2 (Collected the teachers' journals 3 (Arranged with the teachers to observe the actual lessons	--Content analysis for the lesson plans. The teachers' journals and class observation records

3.2 CONTEXT OF THE STUDY

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.

3.3 THE POPULATION AND SAMPLE OF THE STUDY

3.3.1 Population and Sample

The study was carried out by the Yunnan Vocational College of Transportation. 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 must take school internship and no more English courses.

This school has 22 English teachers with an average age of 34. Therefore, the population for this study was 22 English teachers. The sample was 5 English novice teachers who were selected based on the selection criteria for novice teachers which besides the number of years of teaching, these teachers showed their willingness to participate and their consent to let their classes observed. The sample of this study are teaching at China's Yunnan Vocational College of Transportation. All of them have taught English reading comprehension classes from freshman to sophomore years and all of them prepared lesson plans and each kept a teacher's journal to record their reflections of the lessons.

To protect the privacy of the research participants, the 5 novice teachers were called N1, N2, N3, N4 and N5. The 5 teachers were briefed on the objectives of the study, and all expressed their willingness to participate in the research. The following is a brief introduction of these five teachers:

Table 3.2 Information about the Participants

Teacher	Age	Gender	Years of Teaching Experience	Educational Background	Professional Title	Class Level
N1	26	Female	1.5	Bachelor's degree) English major(	None	Sophomore
N2	27	Female	2	Master's degree)English major(	None	Sophomore
N3	28	Female	2	Master's degree)English major(	None	Sophomore
N4	28	Male	2.5	Master's degree)English major(	None	Freshman
N5	25	Female	1	Bachelor's degree)English major(	None	Freshman

3.4 RESEARCH INSTRUMENTS

A mixed-methods research was adopted for this study, with the data from lesson plans, teachers' journals and classroom observations. In order to maintain the validity of the study, the lesson plans and journals were analyzed the researcher and the analyzed results were reviewed by three experts to ensure that the analyses were valid.

3.4.1 Analysis of the Lesson Plans

The measurement tool comprised a comprehensive checklist consisting of six items designed to evaluate the lesson plans: 1) Teaching Objectives; 2) Teaching Methods; 3) Reading Content; 4) Use of Teaching Resources; 5) Student Engagement and Interaction; 6) Extension Learning and Independent Study Opportunities.

3.4.2 Analysis of the Teachers' Journals

The teachers' journals were assessed based on the four key areas namely: 1) recording of teaching situations, 2) reflection on student engagement, 3) recording of challenges faced, 4) student understanding and feedback.

3.4.3 Analysis of Classroom Observation

The classroom observation method was used to investigate the distribution of classroom questioning levels of novice teachers in English reading teaching at vocational college.

The Classroom Observation Scale is a modified version of Kawalkar and Vijapurkar's (2013) scale, developed based on previous research on teachers' classroom questioning. The scale comprises three main components:

- 1) Basic information: This included the date of observation, class level, teaching content, and the number of students.
- 2) Teachers' classroom questioning: This component focused on the teachers' classroom questioning, including the content of the questions and the classification of the cognitive level of questioning.
- 3) Overall assessment: The effectiveness of the teacher's questioning was evaluated by categorizing the questions into different levels based on their content. Students' responses were observed at various questioning levels and the overall strengths and weaknesses of the teacher's questioning were also observed.

The Classroom Observation Scale provided a structured framework for observing and evaluating teachers' questioning practices in the classroom.

3.5 VALIDITY AND RELIABILITY OF RESEARCH INSTRUM

3.5.1 Validity

Validity is the extent to which the instrument accurately measures the properties of a concept (Lo & Haber, 2015). A good survey generates key information and provides an important window into the heart of the topic of interest, and validity and reliability are fundamental measures of the quality of the survey (Fink & Litwin, 1995).

Therefore, the study was utilizing content validity. It is important to note that a successful data collection survey went beyond having a well-designed set of questions; it also involved effectively recording and applying those questions to a representative sample population.

Therefore, content validity was verified by inviting three Thai experts to assist in the validation process. IOC (Item Objective Coherence) was used to assess the correspondence between the item and the objective based on scores of +1, 0 and -1.

+1: The item clearly meets the objectives or ensures that the following measures meet the stated objectives.

0: It is not certain or obvious whether the measure meets the objective.

-1: The items obviously do not meet the objectives or ensure that the measures do not meet the designated objectives.

The following formula will be used to calculate the IOC for this study, the “r” represents the experts' total points and “n” represents the number of experts who validated the item. Test items with values between 0.67 and 1.00 will be considered accurate and acceptable, with values below 0.67 indicating the need to rephrase the item based on expert advice.

Thai experts validated the research instruments through a detailed review of content coverage, relevance, linguistic accuracy, applicability, feedback and recommendations.

3.5.2 Reliability

Reliability is a central concept in classical test theory and is often described as a requirement that a particular standard of reliability must be achieved before a test can be considered to be of sufficient quality for practical use (Adams 2005). Reliability testing is important because it refers to the consistency between the various parts of the measuring instrument. The most commonly used measure of internal consistency is the Cronbach's alpha coefficient.

The Cronbach's alpha coefficient is commonly applied to test the reliability of the study (Karaguvan, 2012). If the Cronbach's alpha coefficient value is higher than 0.9 it is excellent, between 0.9 and 0.8 it is good, between 0.8 and 0.7 it is acceptable and if it is less than 0.7 this questionnaire is questionable or unacceptable (George & Mallery, 2010). See the following table.

Table 3.3 The Cronbach's Alpha Coefficient Rating Scale

Cronbach's Alpha	Internal Consistency
$\alpha \leq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

3.6 DATA COLLECTION PROCEDURE

The data collection process is a fundamental part of data statistics and a prerequisite for data analysis. Only a good data collection procedure can ensure the reliability and validity of the data analyzed in data analysis. (Yang, 2011).

3.6.1 Lesson Plans

Firstly, the lesson plans from 5 novice teachers were collected, 1 lesson plan from each novice teacher, totaling 5 lesson plans.

The five lesson plans were analyzed against the checklist, with 'Yes' or 'No' marking against each item point to study the overall lesson plan design trends of the five novice teachers. Finally, based on the points of the lesson plan checklist, the items were compared to see if there was any implementation of these items in practice teaching.

3.6.2 Teachers' Journals

Firstly, the teachers' journals from 5 novice teachers were collected, 1 teacher journal from each novice teacher, totaling 5 teacher journals. Then the teacher journal was coded against the teacher journal checklist. The design of each question was recorded separately and labeled as 'Yes' or 'No'. Finally, the overall reflective content of the teacher journals was analyzed for the overall five novice teachers.

3.6.3 Classroom Observations

Classroom observation is the first-hand data-collecting method to seek for the improvements of students' learning and teachers' development (Zhang & Zhu, 2012). The main purpose of doing classroom observation is to record novice teachers' questioning in their English reading classes.

The following process was designed to assess the novice teacher group's cognitive level of questioning in a reading comprehension class.

Step 1: Basic Information Record

Date of each classroom observation, the observed class, the taught content, and the number of students in the class was recorded.

Step 2: Classroom Observations (A total of 10 lessons)

The following process was adopted.

Observed the teaching process of each teacher in two lessons.

Recorded the teacher's classroom questioning, including the specific content of each question.

Categorized the questions based on cognitive levels, like knowledge, comprehension, and application.

Step 3: Overall Effectiveness Evaluation

Evaluated the frequency and proportion of questions posed by teachers at different cognitive levels.

Assessed the effectiveness of teachers' questioning by considering both frequency and context of the questions.

Determined whether teachers could effectively guide students' thinking and understanding during instruction.

3.7 DATA ANALYSIS

In this study, the data produced by the three research methods was analyzed by the following methods. The details are as follows:

3.7.1 Content Analysis

For the lesson plans and teacher journals, the steps are as follows:

First, analyzing the distribution of “Yes” and “No” choices for each question from the 5 sets of the checklists for the lesson plans and the teachers’ journals.

Then, calculating the proportion of “Yes” choices compared to the total selections for each question, along with the proportion of “No” choices.

Next, identifying questions with proportions of “Yes” choices, indicating common teaching facts, and comparing choice proportions to identify major trends across questions, revealing universally embraced tendency.

Finally, interpreting the data qualitatively, emphasizing overarching teaching priorities and emerging patterns.

3.7.2 Frequency Analysis

Firstly, after collecting the classroom observation data, the researcher firstly checked and proofread the data several times to make sure the accuracy and validity of the data, and used Excel 2007 to calculate the percentage of each questioning cognitive level type, and through the percentage of each type, concluded the difference in the cognitive level type of classroom questioning between the English novices and experienced teachers in vocational colleges.

The data from the classroom observations were analyzed as follows:

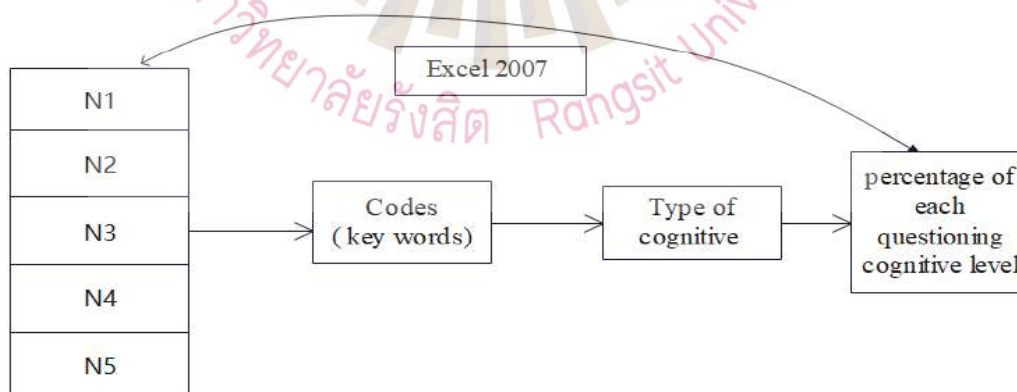


Figure 3.1 The Process of Data Analysis in Classroom Observations

3.8 ETHICAL CONSIDERATIONS

The researcher is committed to obtaining each participant's consent and approval prior to the study; participants will need to understand the nature and purpose of the study. Participants' research data and opinions will be kept confidential and used only for this study and not for any other purpose.

This study received a confirmation of ethical approval for human research from Rangsit University (Appendix F) and the research project was successfully approved by the Human Research Ethics Committee of Rangsit University. The certificate number is COA. No, RSUERB2023-139.



CHAPTER 4

DATE ANALYSIS

This chapter mainly introduces data analysis in order to answer all the research questions and fulfil all research objectives. The collected data of each instrument are presented in this chapter

4.1 ANALYSIS OF THE LESSON PLANS

In this process, the lesson plans checklist deals with 5 lesson plans for the 5 novice teachers in English reading comprehension classes, and the checklist covers a total of 6 items: 1) Teaching Objectives; 2) Teaching Methods; 3) Reading Content; 4) Use of Teaching Resources; 5) Student Engagement and Interaction; 6) Extension Learning and Independent Study Opportunities.

4.1.1 The Analysis of Overall Lesson Plan Items

The first part covers the overall performance of the five novice teachers as checked against the 6 items in the lesson plan checklist. The details are as follows:

Table 4.1 Novice Teacher Lesson Plans in English Reading Comprehension classes

Items	Question	E1		E2		E3		E4		E5		TOTAL	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Teaching Objectives	1.Are the teaching objectives clearly stated in the lesson plans?	√		√		√		√		√		5	0

Table 4.1 Novice Teacher Lesson Plans in English Reading Comprehension classes
(Cont.)

Items	Question	E1		E2		E3		E4		E5		TOTAL	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Teaching Objectives	2. Have teaching objectives been designed considering student needs and course content?	√			√	√		√		√		4	1
Teaching Methods	3. Did the lesson plans incorporate a variety of teaching methods such as explanation, discussion, group activities, etc.?		√		√	√			√		√	1	4
	4. Do these methods aid student participation and comprehension?		√		√	√			√		√	1	4
Reading Content	5. Were the identification of topic sentences and paragraph structures emphasized in the lesson plans?	√		√		√			√		√	3	2
	6. Did the lesson plans encourage students to use summation and synthesis for organizing reading content?	√		√		√			√		√	2	3

Table 4.1 Novice Teacher Lesson Plans in English Reading Comprehension classes
(Cont.)

Items	Question	E1		E2		E3		E4		E5		TOTAL	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Use of Teaching Resources	7. Were there teaching materials like textbooks and multimedia maximized in the lesson plans?	√		√		√		√		√		5	0
	8. Were additional learning resources provided to facilitate better understanding?	√		√		√		√		√		5	0
Student Engagement and Interaction	9. Did the lesson plans foster student interaction and the sharing of individual understandings and viewpoints?		√		√	√			√		√	1	4
	10. Did these interactions aid in promoting learning and understanding?		√		√	√			√		√	1	4
Extension Learning and Independent Study Opportunities	11. Were post-lesson extension activities provided to reinforce students' reading comprehension skills?		√		√		√		√		√	1	4
	12. Was there encouragement for students to engage in independent learning and exploration post-lesson?		√		√		√		√		√	2	3

4.1.1.1 The Analysis of Teaching Objectives

From the data collected, 5 novice English teachers were able to classify the teaching objectives of their English reading comprehension lessons into knowledge, ability, and affective objectives by taking into account the students and the course content needs.

4.1.1.2 The Analysis of Teaching Methods

The data collected show that novice English teachers used a single teaching method in English reading comprehension classes, preferring teacher explanations and question-and-answer methods, lacking group discussions, group activities and other teaching methods.

4.1.1.3 The Analysis of Reading Content

The data collected shows that novice English teachers' English reading comprehension lessons varied their emphasis on content, with some tending to teach topic sentences and paragraph structure, and others tending to teach the use of summarization and synthesis to understand content.

4.1.1.4 The Analysis of Use of Teaching Resources

By the data, the novice teachers showed that they favored the use of textbooks and multimedia devices to support teaching and learning in the classroom, and they were also more effective, especially when they also provided some English reading websites and some additional reading materials.

4.1.1.5 The Analysis of Student Engagement and Interaction

Through the collected data, it was found that novice teachers did not pay enough attention to the student-centered aspect, students' participation and interaction were not high, and they did not pay enough attention to how to use questioning and answering methods and group activities to improve students' participation.

4.1.1.6 The Analysis of Extension Learning and Independent Study Opportunities

By the data collected, it was clear that novice teachers did not provide after-class extension activities and did not place enough emphasis on encouraging students to engage in self-directed learning and exploration at the end of the class.

4.1.2 The Analysis of Lesson Plan Items in Actual Teaching Practices

The second part covers the information on the implementation of the six items of the lesson plan checklist in practical teaching and learning. The details are as follows:

Table 4.2 Novice Teacher Lesson Plan Items in Teaching Practices

Items	Lesson Plan result	Teaching Practices
Teaching Objectives	Well done	At the beginning of class, novice teachers clearly stated the learning objectives for the day, and novice teachers ensured that each student understood the direction of the lesson by guiding them through the objectives together .At the end of the class, novice teachers reviewed the objectives and encouraged students to think about how they related to what they had learned that day.
Teaching Methods	Not well	Throughout the classroom, novice teachers adopted a teaching method that relied mainly on teacher explanations and teacher-student Q&A .Teaching began with the teacher's explanation of concepts and vocabulary learning to ensure that students have a basic understanding of topic sentences and paragraph structure .The teacher then conducted teacher-student Q&A by asking and answering students' questions to prompt students to think and consolidate their understanding of the text .This single teaching method focused on direct knowledge transfer and interaction .Through the teacher's explanation and students' questions, students gained understanding of the text content in the classroom.
Reading Content	well done	In the classroom, novice teachers focus on directing students' attention to the topic sentences and paragraph structure of the text or guiding them

Table 4.2 Novice Teacher Lesson Plan Items in Teaching Practices (Cont.)

Items	Lesson Plan result	Teaching Practices
		to analyses the overall content .At the same time, the novice teacher would remind students to look for key information during the reading process . Through practical demonstrations, the teacher emphasized how to identify these structures from the text and encouraged students to share their findings in groups.
Use of Teaching Resources	Well done	Novice teachers skillfully combined the use of textbooks and multimedia resources .The article was presented through a projector to highlight topic sentences and paragraph structure .In addition, the teacher used an online simulation tool to allow students to interactively explore the structure of the article
Student Engagement and Interaction	Not well	Students behave indifferently in class .Teachers did not provide clear opportunities for interaction, and students were reluctant to ask questions or share ideas .Group collaborative discussions were neglected, the interaction between students was very limited, and the effect of promoting in-depth learning was insufficient.
Extension Learning and Independent Study Opportunities	Not well	During the observation, the teachers failed to adequately provide opportunities for pupils to extend their learning and learn independently . Whilst some additional reading material was briefly mentioned at the end of the lesson, there was no detailed guidance or encouragement for pupils to actively participate .At the end of the lesson, students lacked clear direction and resources to deepen their learning.

From the analysis of lesson plans and practical teaching, novice teachers clearly communicated their teaching objectives and were more likely to effectively focus on the reading content and use of teaching resources.

However, novice teachers had deficiencies in diversifying teaching methods, improving teacher-student interaction, and providing opportunities for extended learning and independent learning, which needed to be strengthened.

4.2 THE ANALYSIS OF THE TEACHERS' JOURNALS

The teachers' journals checklists were used to deal with 5 teacher journals, from the 5 novice teachers in English reading comprehension classes, and the checklist covered a total of 4 items. They were: 1) Documentation of Teaching Circumstances; 2) Reflection on Student Participation; 3) Recording of Challenges Faced; 4) Student Comprehension and Feedback.

4.2.1 The Analysis of the Teacher Journals

The first part covers the overall performance of the five novice teachers as checked against the 4 items in the teacher journals checklist. The details are as follows:

Table 4.3 Novice Teachers' Journals in English Reading Comprehension Classes

Items	Question	E1		E2		E3		E4		E5		TOTAL	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Documentation of Teaching Circumstances	1. Did the journal record the actual teaching circumstances in the classroom?	√		√		√		√		√		5	0
	2. Were teaching methods and their effectiveness documented?	√		√		√		√		√		4	1

Table 4.3 Novice Teachers' Journals in English Reading Comprehension Classes (cont.)

Items	Question	E1		E2		E3		E4		E5		TOTAL	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Reflection on Student Participation	3. Did the journal reflect on student participation levels and responses during lessons?	√		√		√		√		√		5	0
Recording of Challenges Faced	4. Did the journal record the challenges and issues encountered during teaching?	√		√		√		√		√		4	1
Student Comprehension and Feedback	5. Did the journal mention student comprehension and feedback regarding the teaching content?	√		√		√		√		√		5	0

4.2.2 The Analysis of the Teacher Journals in Each Item

4.2.2.1 The Analysis of Teaching Circumstances

Novice teachers clearly described the content of each stage of the lesson, including the introduction of new topics, group discussions and summaries. In addition, the records noted specific aspects of student's performance in reading activities, such as which pupils were able to understand the structure of the text quickly and which pupils might need additional support.

4.2.2.2 The Analysis of Student Participation

Novice teachers noted several students who were active in group discussions and asked in-depth questions, while others were more reticent, perhaps due to language barriers or low self-confidence. Teachers' suggestions for increasing

participation of silent students were very specific and included providing more support and encouragement.

4.2.2.3 The Analysis of Challenges Faced

Novice teachers would describe specifically the problems that arose, for example, describing the difficulties that some students had in identifying topic sentences and paragraph structure, and documenting strategies for attempting to resolve the problem, such as through more specific modelling and practice.

4.2.2.4 The Analysis of Student Comprehension and Feedback

Novice teachers described in detail the level of student comprehension during reading activities and cited some of the questions and points raised by students. Such recordings allowed teachers to better understand how well students had grasped the content of the lesson so that further adjustments could be made and personalized support provided.

4.3 THE ANALYSIS OF CLASSROOM OBSERVATIONS

In this process, the documents data were collected by the researcher, The classroom observation consisted of two parts: 1) Basic information; 2) Teachers' classroom questioning; 3) Overall assessment.

4.3.1 The Analysis of Basic Information

This part focuses on observing the English reading comprehension classroom of five novice teachers, in which this part is to analysis the basic information of the observed classroom, they are: 1) Date of observation; 2) Observed grade; 3) Teaching content; 4) Number of students. Table 4.4 below showed the results.

Table 4.4 Basic Information on Classroom Observations

Teacher	Date of Observation	Observed Class Level	Teaching Content	Number of Students
N1	2023/9/18 8:00-8:45	Sophomore	Integrated English Textbook 2 - Unit 1 – Reading Comprehension	42
	2023/9/18 8:55-9:40			
N2	2023/9/20 8:00-8:45	Sophomore	Integrated English Textbook2 - Unit 1 – Reading Comprehension	45
	2023/9/20 8:55-9:40			
N3	2023/9/22 14:30-15:15	Sophomore	Integrated English Textbook 2 - Unit 2 – Reading Comprehension	46
	2023/9/22 15:25-16:10			
N4	2023/9/25 8:00-8:45	Freshman	Integrated English Textbook 1 - Unit 2 – Reading Comprehension	47
	2023/9/25 8:55-9:40			
N5	2023/9/27 14:30-15:15	Freshman	Integrated English Textbook 1 - Unit 2 – Reading Comprehension	45
	2023/9/27 15:25-16:10			

The above information table includes five novice teachers in an English reading comprehension course. The dates of observation were approximately two weeks, with a total of 10 lessons (45 minutes each), and the classes observed were either freshman or sophomore level, with an average class size of 45 students.

4.3.2 The Analysis of the Teachers' Classroom Questioning

This part focuses on observing five novice teachers' English reading comprehension classrooms with an emphasis on the teachers' classroom questioning.

The analysis was done in presenting percentage of these questioning elements in the Anderson and Bloom's Taxonomy, which was adopted from Bloom's Taxonomy. The cognitive types of these questions are: 1) Remember; 2) Understand; 3) Apply; 4) Analyze; 5) Evaluation; 6) Create. The first three are low level Cognitive and the last three high level Cognitive See the table below.

Table 4.5 Summary of Classroom Observation Data

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%

In order to more intuitively understand the use of questions at different levels by novice English teachers in reading classroom teaching, as shown in Figure 4.14, the distribution of questions at different levels by novice English teachers is not balanced, and there are great differences.

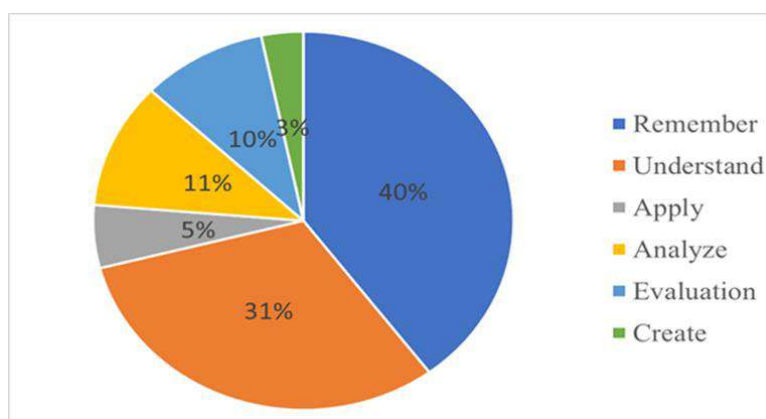


Figure 4.1 Distribution of Questions at Different Levels

The novice teacher's questions were found to be mainly “Remember and Understand” types of questions, and the frequency of “Remember” questions types (40%) is slightly higher than “Understand” types of questions (31%). Secondly, “Apply” (5%), “Analyze” (11%), “Evaluate” (10%) and “Create” (3%) frequency were not high.

4.3.3 The Analysis of Overall Assessment

This part of the analysis, which focuses on the overall assessment of the classroom observation, consists of these two main areas: 1) Frequency of Questioning Types for Novice Teachers; and 2) Distribution of the levels of questioning. The details are as follows.

4.3.3.1 The Analysis of Frequency of Questioning Types for Novice Teachers

Novice English teachers used different cognitive types of questions. In the order of highest to lowest mean scores of classroom observations, they were “Remember”, “Understand”, “Analyze”, “Evaluate”, “Apply”, and “Create” types of questions. “Remember” questions had the highest mean score of 7.4, followed by “Understand” questions with a mean score of 5.8, then “Analyze” questions with a mean score of 2, “Evaluation” questions with a mean score 1.8, and “Apply” questions with a mean score 1, while “Create” questions had the lowest mean score of 0.6 as shown in Figure 4.2.

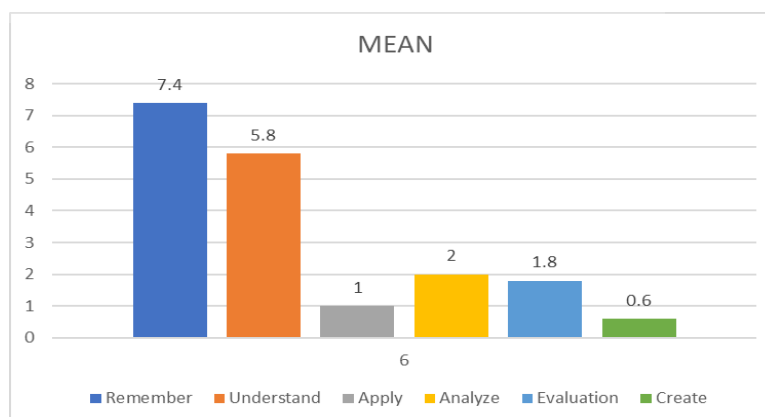


Figure 4.2 Frequency of Questioning Types

4.3.3.2. Analysis of Distribution of the Levels of Questioning

After analyzing the overall distribution of novice English teachers' classroom questioning levels, as shown in Figure 4.3, the distribution of novice teachers' classroom questioning levels was 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.

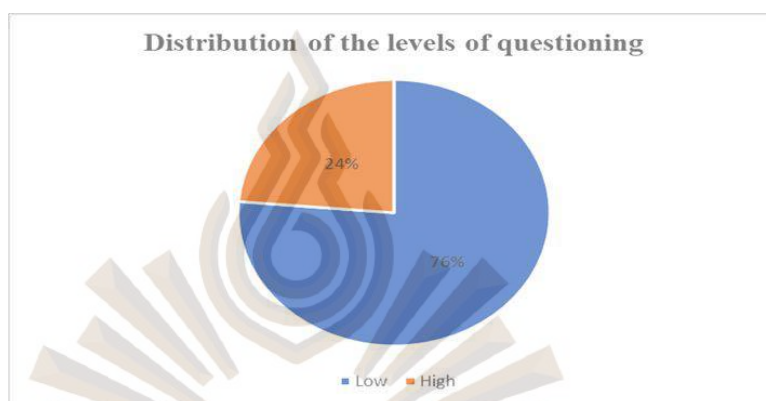


Figure 4.3 Distribution of the Levels of Questioning

The figure shows that novice teachers' classroom questioning focused on students' mastery of basic knowledge and basic information of the text, and paid less attention to students' deeper interpretation of the text and the development of students' higher-level thinking skills. This result was consistent with the analyses of the lesson plans and the teachers' journals. It can be seen that novice teachers were mainly concerned with asking low-cognitive level rather than high-cognitive level questions while teaching reading in class.

4.3.3.3 An Example Analysis of Classroom Questioning Types and Levels

This is a sophomore reading comprehension lesson of which the material was a story of a firefighter who, in the course of his work, refutes an article about the Irish poet William Butler Yates. He was convinced that Yates was an Irish poet and should not be called a "universal poet". He wrote an angry letter that was published in the New York Times and got attention. The letter changed his life and made him a best-

selling author. The article emphasizes the importance of passion in inspiring positive change.

The following is a list of all the questions novice teachers asked about this reading text and the cognitive levels and the reasons categorized.

Table 4.6 Questioning Types and Levels from Classroom Observation

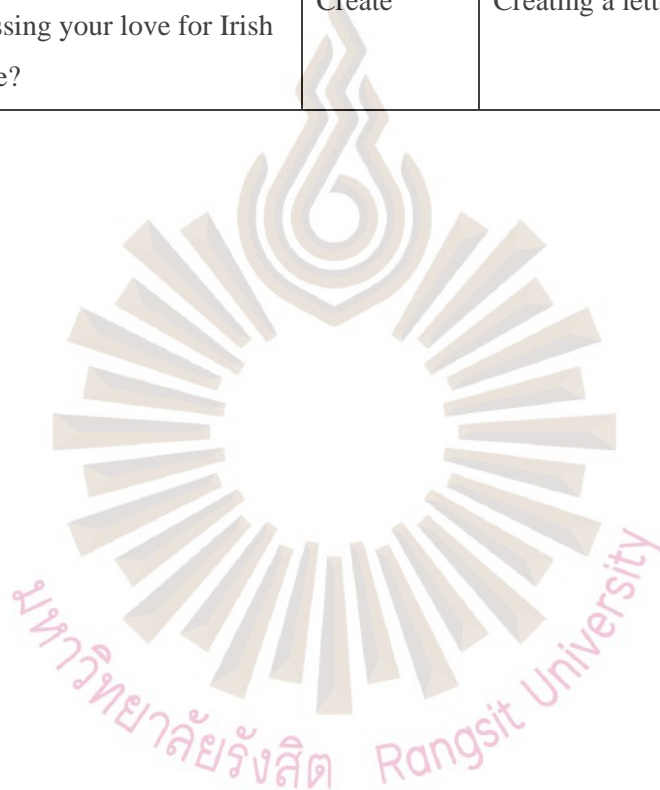
NO	Question	Cognitive Type	Reason for Classification	Level
1	In which firehouse was the author working?	Remember	Requires recalling specific details	Low
2	How many calls did the author's team have on that Sunday?	Remember	Requires remembering specific numbers	Low
3	Who is mentioned as the Nobel Prize-winning author in the article?	Remember	Requires recalling facts from the text	Low
4	How does the author describe his profession?	Remember	Demands remembering the description from the text	Low
5	Where did the author eventually read the Book Review section of The New York Times?	Remember	Requires recalling the location mentioned in the text	Low
6	According to the author, who was his favorite Irish writer?	Remember	Requires remembering the name of the author's favorite writer	Low
7	Why did the author feel angry and decide to write the letter?	Understand	Requires understanding the author's emotions and actions	Low
8	What does the author consider "Irishness," and why does he think it's important?	Understand	Requires understanding the author's perspective and values	Low

Table 4.6 Questioning Types and Levels from Classroom Observation (Cont.)

NO	Question	Cognitive Type	Reason for Classification	Level
9	How does the author describe the works of William Butler Yeats?	Understand	Demands understanding the description in the article	Low
10	What is the main point of the article?	Understand	Requires comprehending the article's viewpoint	Low
11	Why does the author find the article's viewpoint offensive?	Understand	Requires understanding the author's emotional reaction	Low
12	Does the article's viewpoint truly reflect the genuine emotions of William Butler Yeats?	Understand	Requires understanding the article's viewpoint and the emotions behind it	Low
13	How does the author use words to support his viewpoint?	Understand	Requires understanding the author's arguments and supporting evidence	Low
14	If you were the author, what actions would you take to express your love for Irish culture?	Apply	Applying the understood viewpoint to a personal context	Low
15	If you were the author, how would you counter the article's viewpoint?	Apply	Applying the understood viewpoint to a personal context	Low
16	How does the author express his passion for Irish culture through writing this letter?	Analyze	Requires analyzing the author's mode of emotional expression	High
17	How does the author use words to support his viewpoint?	Analyze	Requires analyzing the author's arguments and supporting evidence	High
18	Does the author's letter effectively uphold the	Evaluate	Evaluating the effectiveness of the author's letter	High

Table 4.6 Questioning Types and Levels from Classroom Observation (Cont.)

NO	Question	Cognitive Type	Reason for Classification	Level
18	reputation of William Butler Yeats?			
19	If you were the author, how would you create a letter expressing your love for Irish culture?	Create	Creating a letter	High



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter reviews the results of the data analysis in Chapter 4 and draws a conclusion. A discussion of the findings and recommendation from this study are s also presented. This chapter covers three main sections as follows:

Section 5.1 Conclusion

Section 5.2 Discussion

Section 5.3 Recommendation

5.1 CONCLUSION

This study aimed to answer the following two research questions:

- 1) How did Chinese novice English teachers teach in English reading comprehension classes?
- 2) What type of questions did Chinese novice English teachers use in English reading comprehension classes?

This study adopted a mixed-methods research approach, including quantitative and qualitative analysis, namely document analysis (lesson plans and teachers' journals), and classroom observations. All the two questions were answered through a mixed-methods research approach, including qualitative and quantitative analyses. major findings of this study were presented in the following sections.

5.1.1 Responses to Research Question 1

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:

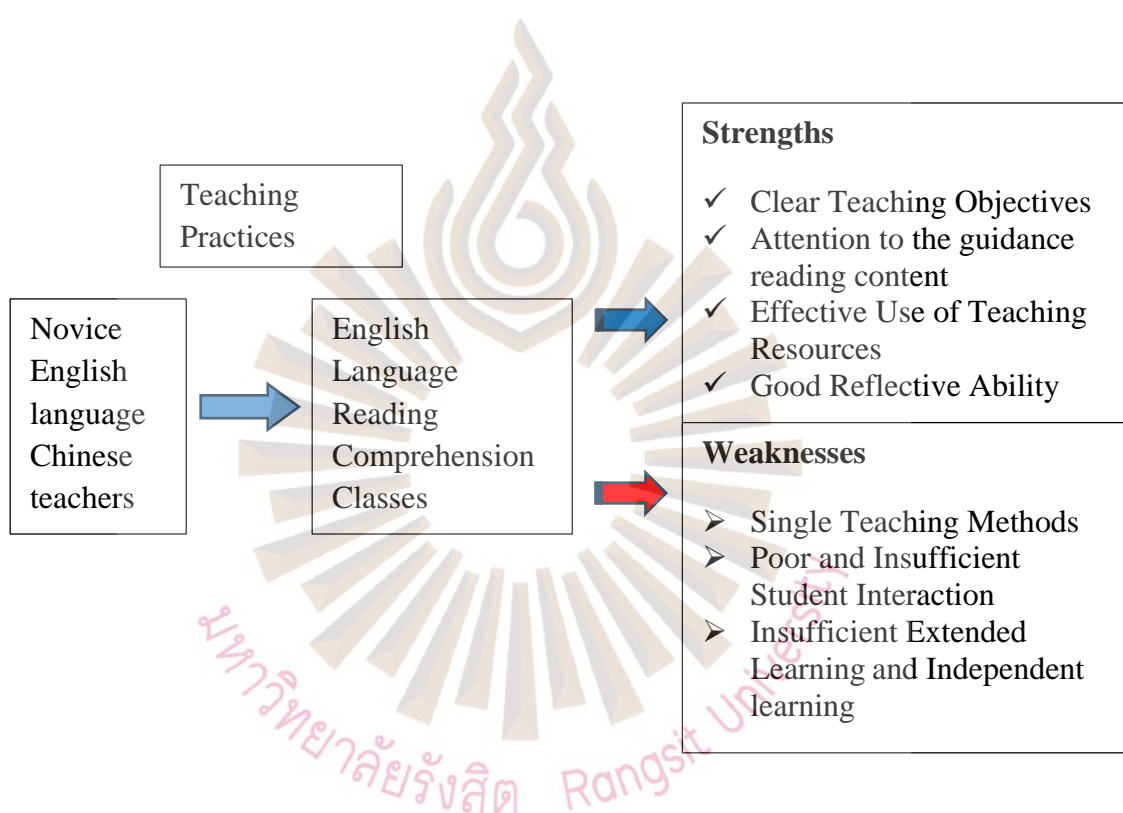


Figure 5.1 The Novice English Language Chinese Teachers' Classroom Practices

5.1.1.1 Conclusion of the Findings: Strengths

Based on the analysis, it can be concluded that the novice English Language Chinese teachers in their English reading classes were good in the following aspects:

(1) Clear Teaching Objectives: The novice teachers stated learning objectives at the beginning of class as well as reviewed the objectives at the end of the class to encourage students' thinking about connections.

(2) Clear Guidance of the Reading Content: Direct attention to topic sentences and paragraph structure and key information as well as demonstration of how to identify structures were focused.

(3) Effective Use of Teaching Resources: Combined use of teaching materials and multimedia resources by presenting the article on the projector, highlighting the structure as well as using online simulation tools to interactively explore articles were regular activities in their practices.

(4) Good Reflective Ability: Reflecting on each stage of the class, covering the introduction of new topics, organizing group discussions and summaries, rethinking student engagement were common novice teachers' class activities. The analysis describes the problems in detail and the strategies to solve the problems, reflection on student understanding and feedback. The novice teachers clearly described students' understanding level in reading activities and recorded students' questions and opinions.

5.1.1.2 Conclusion of the Findings: Weaknesses

Based on the analysis, it is concluded that the aspects that Chinese novice English teachers do poorly in their classroom practices in English reading comprehension are:

(1) Single Teaching Methods: In terms of teaching, novice teachers' teaching methods were relatively simple. They taught the classes by mainly going through concept explanation and vocabulary teaching, lacking more diversified methods. Methods such as group discussions, group activities, and teacher-student tests were rarely used, resulting in students' ability to analyze texts and apply concepts not being fully exercised. Opportunities for practical reading were also relatively limited, limiting the development of students' ability to apply their knowledge to real texts. In other words, students were not sufficiently trained in high-order-level questioning.

(2) Poor and Insufficient Student Participation and Interaction: There were some problems in teaching in terms of student participation and interaction. Although teachers had set up interactive projects, students were less motivated to ask questions and share their opinions, possibly because of the lack of sufficient incentive mechanisms. Although group collaborative discussions existed, they failed to effectively promote deep learning, possibly because the establishment of a collaborative

atmosphere was not ideal. This may reduce students' learning motivation and overall learning effectiveness.

(3) Insufficient Extended Learning and Independent Learning Opportunities: No extended learning opportunities were provided at the end of the course, and students were not further guided to actively deepen their learning.

In summary, Chinese novice English language teachers clearly communicated their teaching objectives, were more likely to effectively focus on reading content and the use of teaching resources, and had strong reflective abilities. However, novice teachers had deficiencies in diversifying teaching methods, increasing teacher-student interaction, and providing opportunities for extended learning and independent learning.

5.1.2 Responses to Research Question 2

The second research question was about the cognitive level of classroom questions posed by novice English teachers in teaching their reading comprehension classes, which was found through the data recorded from classroom observations. Based on frequency of the number of times the type of the question was used, the percentage of cognitive types of questions in descending order was: “Remember” (40%); “Understand” (31%); “Analyze” (11%); “Evaluate” (10%); “Apply” (5%); “Create” (3%).

Also, after classifying questions according to the level of the type of questioning, low cognitive level questions dominated and high cognitive level questions were lacking. Low-cognitive level questions accounted for 76% of the total classroom questions. On the other hand, higher cognitive level questions accounted for 34% of the total classroom questions.

It can be concluded that novice teachers' classroom questioning focused more on students' mastery of the basics and essential information of the text and less on students' deeper interpretations of the text and the development of students' higher-level

thinking skills. This result is consistent with the lack of attention to analysis of the lesson plans and the teachers' journals.

5.2 DISCUSSION

In this section, issues related to the teaching practices of novice English language Chinese teachers in reading comprehension classes and the level of cognitive types of classroom questioning will be discussed:

1) Chinese novice English teachers are able to clearly communicate their teaching objectives, are more likely to pay attention to reading content and the use of teaching resources effectively, and have 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.

2) Chinese 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.

5.2.1 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. understand. 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.

5.2.2 Discussion on Cognitive level 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 Koksai 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 (2017) 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.

5.3 RECOMMENDATIONS

The purpose of this study was to conduct a case study of novice English teachers in Yunnan Vocational College of Transportation, 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.

This study also found that the questions asked in class are mainly low cognitive level questions, and the questioning skills and level need to be strengthened.

5.3.1 Recommendations for Novice English Teachers

Based on research on the Chinese novice English teachers teaching practice and their cognitive level of questioning in English reading comprehension classes, the following are five recommendations:

5.3.1.1 Participation in professional development opportunities: Novice teachers should actively participate in educational seminars, workshops, and online

training to improve their teaching skills and stay informed about the latest educational trends.

5.3.1.2 Diversity of teaching strategies: Novice teachers should try different teaching strategies such as problem solving, role playing, group discussions, case studies, etc., to stimulate students' active participation and thinking.

5.3.1.3 Problem-centered learning: Novice teachers should design questions and tasks that encourage students to think deeply, analyze, and synthesize information to promote higher-level cognitive learning.

5.3.1.4 Encourage students to ask questions: Novice teachers should prompt students to ask high-level cognitive questions, such as about causes, consequences, applications, and evaluations, to stimulate their critical thinking and creativity.

5.3.1.5 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.

5.3.2 Recommendations on Future Research

Based on the results of this study, coupled with the limitations of the research, the researcher would like to give some recommendations for future research as follows:

5.3.2.1 Future research could expand the study sample to include novice English teachers from different grades, disciplines, and regions to gain a more comprehensive picture.

5.3.2.2 Future research could explore different types of teacher training interventions and assess their impact on the teaching strategies and teaching abilities of novice English teachers.

5.3.2.3 Future studies may examine the teaching strategies and classroom questioning of novice English teachers in online teaching environments to reflect modern educational trends.

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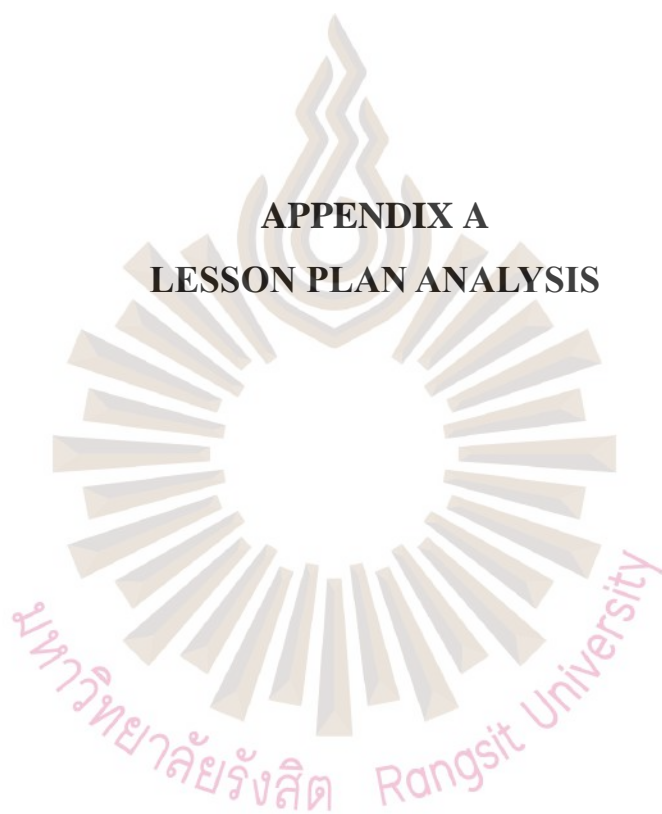
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APPENDICES



APPENDIX A
LESSON PLAN ANALYSIS

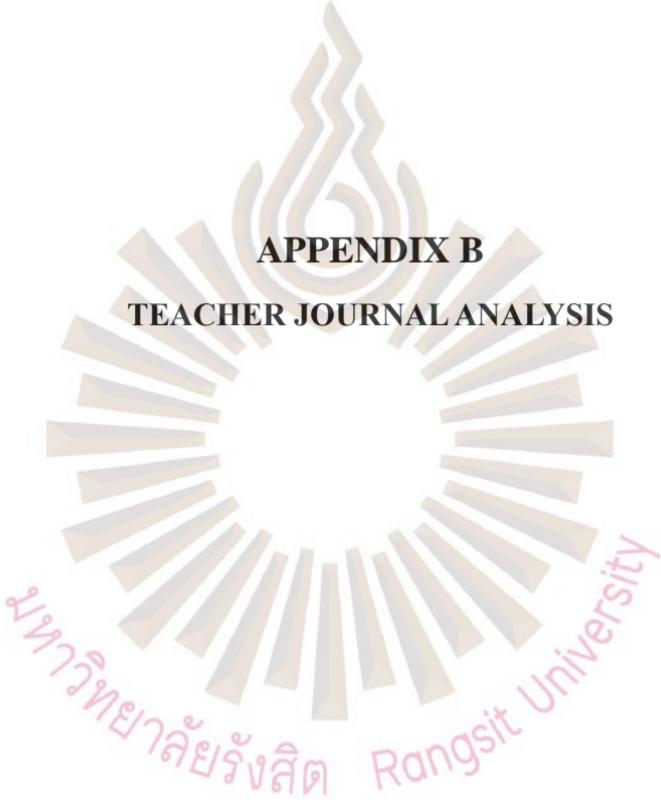


Lesson Plan Checklist

Number:

Items		Yes	No	Practical teaching
Teaching Objectives				
1	Are the teaching objectives clearly stated in the lesson plans?			
2	Have teaching objectives been designed considering student needs and course content?			
Teaching Methods				
3	Did the lesson plans incorporate a variety of teaching methods such as explanation, discussion, group activities, etc.?			
4	Do these methods aid student participation and comprehension?			
Reading Content				
5	were the identification of topic sentences and paragraph structures emphasized in the lesson plans?			
6	Did the lesson plans encourage students to use summation and synthesis for organizing reading content?			
Teaching Resources				
7	were teaching materials like textbooks and multimedia maximized in the lesson plans?			
8	Were additional learning resources provided to facilitate better			

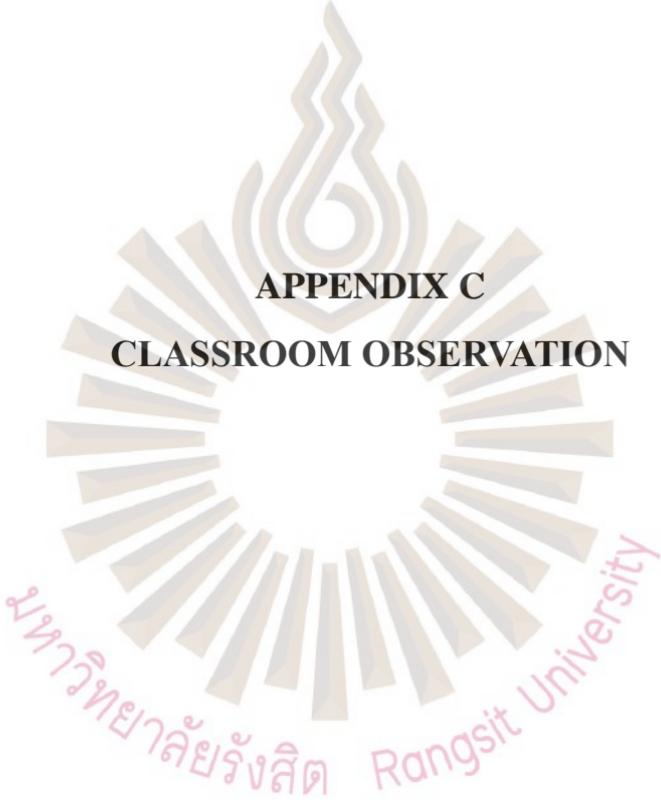
	understanding?			
Student Participation and Interaction				
9	Did the lesson plans foster student interaction and the sharing of individual understandings and viewpoints?			
10	Did these interactions aid in promoting learning and understanding?			
Extension Learning and Independent Study Opportunities				
11	Were post-lesson extension activities provided to reinforce students' reading comprehension skills?			
12	Was there encouragement for students to engage in independent learning and exploration post-lesson?			

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. Below the design, the text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script, and "Rangsit University" is written in English, both in a light pink color.

APPENDIX B
TEACHER JOURNAL ANALYSIS

Teacher Journal Checklist**Number:**

Items		Yes	No
Documentation of Teaching Circumstances			
1	Did the journal record the actual teaching circumstances in the classroom?		
2	Were teaching methods and their effectiveness documented?		
Reflection on Student Participation			
3	Did the journal reflect on student participation levels and responses during lessons?		
Recording of Challenges Faced			
4	Did the journal record the challenges and issues encountered during teaching?		
Student Comprehension and Feedback			
5	Did the journal mention student comprehension and feedback regarding the teaching content?		

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a ring of radiating lines. The bottom half of the circle contains the university's name in Thai and English: 'มหาวิทยาลัยรังสิต Rangsit University'.

APPENDIX C
CLASSROOM OBSERVATION

Lesson Observation Checklists-Scale of Cognitive Level Type for Teachers'
Classroom Questions

Part I			
Observed grade		Date of observation	
Teaching content		Number of students	
Part II			
Content of the questions	Cognitive Types of questioning	Cognitive level of questioning	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	
Overall assessment:			

Low level of cognition: Remembering(R) Understanding (U) Applying (AP)

High level of cognition: Analyzing (AN) Evaluating(E) Creating(C)

The logo of Rangsit University is a watermark in the background. It features a stylized flame or sunburst design at the top, followed by a circular arrangement of radiating lines. At the bottom, the university's name is written in Thai script 'มหาวิทยาลัยรังสิต' and English 'Rangsit University' in a pinkish-red color.

APPENDIX D
TIME-OBJECTIVE CONGRUENCE INDEX(IOC) FORM

INVITATION TO BE AN IOC EXPERT

in

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

Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

My Research Title

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

Research Objectives

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

Research Questions

1. How did novice English language Chinese teachers teach in English Reading Comprehension Classes?
2. What types of questions did Chinese novice English teachers use in English reading comprehension classes?

The Research Instruments

- 1) Lesson plans checklists will be used to check the novice teacher's lesson plans,

which involve a total 6 items of 12 yes/no questions and teaching practice items.

2) Teacher Journal checklists will be used to check the novice teacher's journal, which involve a total 4 items of 8 yes/no questions.

3) Classroom observation checklists will be used to categorize the type and level of each classroom questioning component for novice teachers and to conduct an overall assessment.

Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

Rating Criteria

- +1 for the item that clearly matches the stated objectives
- 0 for the item that is unclear and the rater is unsure whether it meets the stated objectives
- 1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Sha Hang
Researcher



Lesson Plan Checklist

Number:

Statement					Expert Opinion Review			Remarks
Items		Yes	No	Teaching practical	+1	0	-1	
	Teaching Objectives				+1	0	-1	
1	Are the teaching objectives clearly stated in the lesson plans?				+1	0	-1	
2	Have teaching objectives been designed considering student needs and course content?				+1	0	-1	
	Teaching Methods	Yes	No	Teaching practical	+1	0	-1	
3	Did the lesson plans incorporate a variety of teaching methods such as explanation, discussion, group activities, etc.?				+1	0	-1	
4	Do these methods aid student participation and comprehension?				+1	0	-1	
	Reading Content	Yes	No	Teaching practical	+1	0	-1	
5	were the identification of topic sentences and paragraph structures emphasized in the lesson				+1	0	-1	

Statement					Expert Opinion Review			Remarks
	plans?							
6	Did the lesson plans encourage students to use summation and synthesis for organizing reading content?				+1	0	-1	
	Teaching Resources	Yes	No	Teaching practical	+1	0	-1	
7	were teaching materials like textbooks and multimedia maximized in the lesson plans?				+1	0	-1	
8	Were additional learning resources provided to facilitate better understanding?				+1	0	-1	
	Student Participation and Interaction	Yes	No	Teaching practical	+1	0	-1	
9	Did the lesson plans foster student interaction and the sharing of individual understandings and viewpoints?				+1	0	-1	
10	Did these interactions aid in promoting learning and understanding?				+1	0	-1	
	Extension Learning and Independent Study	Yes	No	Teaching practical	+1	0	-1	

Statement					Expert Opinion Review			Remarks
	Opportunities							
11	Were post-lesson extension activities provided to reinforce students' reading comprehension skills?				+1	0	-1	
12	Was there encouragement for students to engage in independent learning and exploration post-lesson?				+1	0	-1	

13. Additional Comments and Suggestions

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INSTRUMENT 2

ITEM OBJECTIVE CONGRUENCE (IOC)

FOR

TEACHER'S JOURNAL CHECKLIST



Teacher Journal Checklist

Number:

Statement			Expert Opinion Review			Remarks
Question	Yes	No	+1	0	-1	
Documentation of Teaching Circumstances			+1	0	-1	
1	Did the journal record the actual teaching circumstances in the classroom?		+1	0	-1	
2	Were teaching methods and their effectiveness documented?		+1	0	-1	
Reflection on Student Participation			+1	0	-1	
3	Did the journal reflect on student participation levels and responses during lessons?		+1	0	-1	
4	Was there an evaluation of student engagement and interactions?		+1	0	-1	
Recording of Challenges Faced			+1	0	-1	
5	Did the journal record the challenges and issues encountered during teaching?		+1	0	-1	
6	Were the difficulties faced while teaching documented for review?		+1	0	-1	
Student Comprehension and Feedback			+1	0	-1	
7	Did the journal mention student comprehension and feedback regarding the teaching content?		+1	0	-1	

Statement				Expert Opinion Review			Remarks
8	Were student responses and their understanding of the material noted?			+1	0	-1	

9. Additional Comments and Suggestions

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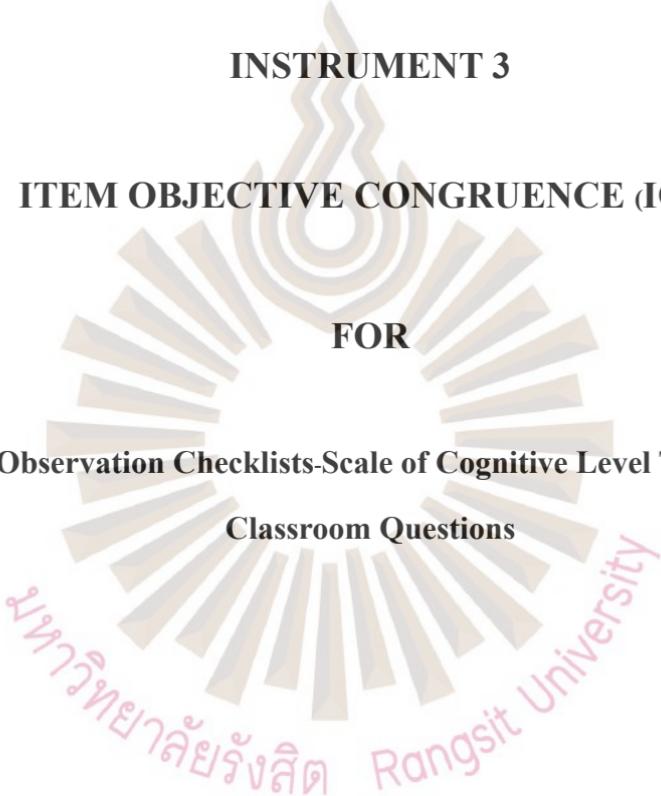
INSTRUMENT 3

ITEM OBJECTIVE CONGRUENCE (IOC)

FOR

Lesson Observation Checklists-Scale of Cognitive Level Type for Teachers'

Classroom Questions

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Content of the list				Expert Opinion Review			Remarks
Part I							
Observed grade		Date of observation		+1	0	-1	
Teaching content		Number of students		+1	0	-1	
Part II							
Content of the questions	Cognitive Types of questioning	Cognitive level of questioning		+1	0	-1	
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>					
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>					
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>	+1	0	-1		
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>					
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>					

Content of the list			Expert Opinion Review			Remarks
		cognition <input type="checkbox"/>				
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>				
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>				
	R <input type="checkbox"/> U <input type="checkbox"/> Ap <input type="checkbox"/> An <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/>	Low level of cognition <input type="checkbox"/> High level of cognition <input type="checkbox"/>				
Part III						
Overall assessment:			+1	0	-1	

Low level of cognition: Remembering(R) Understanding (U) Applying (AP)

High level of cognition: Analyzing (AN) Evaluating(E) Creating(C)

4. Additional Comments and Suggestions

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The logo of Rangsit University is a watermark in the background. It features a stylized flame or sunburst design at the top, followed by a circular arrangement of radiating lines. At the bottom, the university's name is written in Thai script and English.

APPENDIX E

TIME-OBJECTIVE CONGRUENCE INDEX(IOC) ANALYSIS

From the calculation, and according to the thumb rule for validity has it that for an item to be considered acceptable, its U-IOC should be equal to or above and not less than 0.67; in this case, item which U-IOC less than 0.67 should be deleted.

Therefore, the author has made some changes according to the results. Instrument 1 retains 14 items. Instrument 2 deletes 3 items, retains 5 items. Instrument 3 retains 3 parts.

The research instruments were considered valid. The details are shown below.

IOC Analysis for Instrument 1

QUESTION	Expert1	Expert2	Expert3	VAL
question1	1	1	1	1
question2	1	1	1	1
question3	0	1	1	0.67777777
question4	1	1	1	1
question5	1	1	1	1
question6	1	1	1	1
question7	1	1	1	1
question8	1	1	1	1
question9	1	1	1	1
question10	1	0	1	0.67777777
question11	1	1	1	1
question12	1	1	0	0.67777777

IOC Analysis for Instrument 2

PART	Expert1	Expert2	Expert3	VAL
question1	1	1	1	1
question2	1	1	1	1
question3	0	1	1	0.67777777
question4	1	0	0	0.33333333
question5	1	1	1	1
question6	0	0	1	0.33333333
question7	1	1	1	1
question8	0	0	1	0.33333333



IOC Analysis for Instrument 3

QUESTION	Expert1	Expert2	Expert3	VAL
question1	1	1	1	1
question2	0	1	1	0.67777777
question3	1	1	1	1
question4	1	1	1	1
question5	0	1	1	0.67777777
question6	1	1	1	1
question7	1	1	1	1
question8	1	1	1	1
question9	1	1	1	1
question10	1	1	1	1
question11	1	0	1	0.67777777
question12	1	1	1	1
question13	0	1	0	0.33333333

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. Below the design, the text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script, and "Rangsit University" is written in English. The entire watermark is in a light pink or beige color.

APPENDIX F
ACKNOWLEDGMENT OF HUMAN
RESEARCH ETHICS APPROVAL



Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details:

COA. No.	COA. No. RSUERB2023-139
Protocol Title	EXPLORATION OF TEACHING ENGLISH READING COMPREHENSION CLASSES: CASE STUDIES OF NOVICE ENGLISH TEACHERS AT A CHINESE VOCATIONAL COLLEGE
Principle Investigator	SHA HANG
Co-Investigator	Asst.Prof. Anchalee Chayanuvat
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	22 September 2023
Date of Expiration:	22 September 2025

Please make sure that all the details on the Certification of Approval are correct, then, sign your name and send it back to the Research Ethics Office of Rangsit University

- ☐ I approve that all the details are correct
- ☐ I would like to edit the Certification of Approval (Please edit the file and send it back to Research Ethics Committee – Certification of Approval only)

Signed

(.....)

Date.....

Human Research Ethics Committee, Research Ethics Office, Room 304, 5th floor, Building 1, Rangsit University

Tel. 0 2791-5687 Email: rsuetics@rsu.ac.th

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines in the center, and a circular base. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX G
CERTIFICATE APPROVAL
BY
ETHICS REVIEW BOARD OF RANGSIT UNIVERSITY



COA. No. RSUERB2023-139

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2023-139
Protocol Title	EXPLORATION OF TEACHING ENGLISH READING COMPREHENSION CLASSES: CASE STUDIES OF NOVICE ENGLISH TEACHERS AT A CHINESE VOCATIONAL COLLEGE
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How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	22 September 2023
Date of Expiration:	22 September 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research



BIOGRAPHY

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