

Is Turn-Taking Influenced by Teacher's Feedback?—An Empirical Research on TCSOL Teachers

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ABSTRACT

In international Chinese language education, teacher feedback is the source of comprehensible input for students and has both evaluative and corrective function for students' language acquisition. Effective use of teacher feedback can increase classroom interaction and create a good classroom atmosphere which helps students to acquire language better. This paper aims to find out if teacher feedback has an impact on Turn-taking between teacher and students. Through classroom observing and transcribing, this paper uses quantitative research methods to analyze teacher feedback and turn-taking in the international Chinese classroom. Using statistical analysis tools, this paper makes multiple linear regression on both duration and types of teacher feedback and the number of Turn-taking. The results indicate that the duration of teacher feedback has a significant positive impact on the number of turns. And there is a obvious positive impact on the number of turns in direct error correction, asking others to answer, requesting clarification and inquiring, while there is a obvious negative impact on the number of turns in positive feedback. Therefore, teacher's feedback should not be too short and must avoid excessive use of simple commends. It is essential to choose appropriate feedback based on the specific situation of students and teaching content in order to increase Turn-taking, which will eventually benefit classroom interaction and students' language output.

KEYWORDS

Teacher feedback; International Chinese course; Turn-taking; Empirical research

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1 Introduction

(1) Definition

Teacher feedback is teacher's response to what students say in class according to the IRF classroom discourse structure ^[1]. An increasing number of research have noticed that whether teachers use feedback or use different types of feedback in the classroom can have different impacts on learners' language acquisition. Teacher feedback can be divided into two main types: positive feedback and negative feedback ^[2]. Positive feedback refers to the feedback given by the teacher when the student answers correctly, while negative feedback refers to the feedback given by the teacher when the student answers incorrectly. These two types of feedback can be further divided into some specific types of feedback such as clear error correction, reshaping, guidance, requesting clarification, asking

others to answer, repeating questions, metalanguage feedback, simple commend, complex commend, repetition, explanation and supplementation, questioning^[3], etc.

A turn is a continuous statement made by the speaker at any time during a conversation, ended by the exchange of roles between the speaker and the listener or the silence of all parties involved^[4]. Turn-taking between teachers and students is important due to its significant impact on interaction.

(2) Theories

The affective filter hypothesis which was proposed by Stephen D. Krashen suggests that the emotional factors, especially anxiety, can affect second language learners' intake of comprehensible input^[5].

Long proposed the Interaction hypothesis based on Stephen D. Krashen comprehensibility input hypothesis, which emphasizes the important role of meaning negotiation in promoting language acquisition while acknowledging that comprehensibility input is a necessary condition for second language acquisition^[6]. The negotiation of meaning refers to the timely use of repetition, change of discourse structure, and adjustment of speech speed by the speaker based on feedback from the recipient to help the recipient understand the conversation content when there are comprehension barriers during the conversation process. Teacher feedback is an important source of comprehensible input for students in international Chinese language teaching and has significant evaluative and corrective effects on students' classroom responses.

Therefore, it is necessary for teachers to choose appropriate feedback based on classroom content and students' situations to improve teacher-student interaction and language acquisition. From the perspective of classroom observation, this article researches the impact of teacher feedback duration on Turn-taking between teacher and students through quantitative research methods and based on real corpus. This will provide teaching references and targeted feedback usage suggestions for international Chinese teachers.

2 Literature Review

The research on teacher feedback originated from the IRF classroom discourse structure model at the University of Birmingham, which refers to the study of 'Teacher feedback'. In the early stages, research on teacher feedback mainly focused on its definition, classification, and function. In addition to serving as an important source of comprehensible input for students, teacher feedback also has nine functions according to Allwright Dick : making mistakes, pointing out the types of errors, expressing condemnation, providing space, providing demonstration, timely correction, quickly taking improvement measures, praising, and providing opportunities to try again^[7]. In the following decades, especially after combining research methods of conversation analysis, a large number of studies focused on specific classrooms, using real language materials to study teacher feedback in specific classroom teaching, but only in the field of English teaching. Based on the research on teacher discourse strategies, Walsh Steve^[8] found that the use of pragmatic strategies such as delayed feedback, repetition, and extended waiting time can provide students more opportunities to participate; But there are also some discourse strategies that reduce students' opportunities to participate, such as interruptions, instant evaluations, etc. At the same time, Walsh also found that the teacher's 'scaffolding' discourse function is more conducive to classroom interaction. When studying teacher feedback, Chaohui Du and Hua Qi^[9] found that the most commonly used positive feedback method is to repeat students' answers or praise them repeatedly, so did the teachers with higher

evaluation scores. Hong Liu and Bing Wang^[10] conducted a survey on the use of positive feedback by five international Chinese teachers in the classroom, and found that their use of feedback was not plentiful, lacking hierarchy, and more casual. They suggested that international Chinese teachers should enrich the use of positive feedback appropriately.

In summary, the current research on teacher feedback is mainly focused on the English teaching field, and is not sufficient. The research methods are mostly qualitative research or a combination of qualitative and quantitative research, while quantitative research is not enough. In terms of research content, the main focus is on the classification, function, and problems encountered in classroom use of teacher feedback. However, there are few studies focused on teacher feedback and teacher-student classroom interaction, and there are little studies aimed on feedback duration and Turn-taking between teacher and students. Further studies are still essential. From the perspective of classroom observation, this article researches the impact of teacher feedback duration on Turn-taking between teacher and students through quantitative research methods and based on real corpus. This will provide teaching references and targeted feedback usage suggestions for international Chinese teachers.

3 Research Design and Methods

(1) Research questions

This article observes and transcribes the corpus of a 90 minutes international Chinese classroom with two lessons, and conducts quantitative research based on this. The main purpose of this article is to figure out the following two questions:

- 1.Does the duration of teacher feedback have a significant impact on the number of turns between teachers and students?
- 2.Does the type of teacher feedback have a significant impact on the number of turns between teachers and students?

(2) Methods

1) Classroom observation and transcription

This article adopts the method of natural investigation to research the actual situation and conversations in international Chinese classrooms. This article recorded the entire process while entering the classroom for observation. After class, Hong Liu's transcription symbol system was used to transcribe the corpus based on the recording. The method of manual transcription and proofreading is used to ensure the accuracy of corpus transcription. The division of discourse turns is defined by Hong Liu's definition, which refers to the silence at the end of a sentence or the role transformation of teachers and students.

2) Calculation of teacher feedback duration

On the basis of the transcribed text, this article selects turns that conform to the concept of teacher feedback, which is the teacher's response to students' classroom discourse. The calculation of teacher feedback duration is timed by locating a single feedback turn, which is the time elapsed from the first word of the feedback turn to the end of the last word. This data can be located and obtained through classroom videos.

3) Classification of feedback types

This article divides the types of teacher feedback into two categories: positive feedback and negative feedback, and further divides them based on Lyster Roy & Ranta L. There are 12 specific types of feedback: clear correction, reshaping, guidance, requesting clarification, asking others to answer, repeating questions, metalinguistic feedback, simple commend, complex commend, repetition, explanation and supplementation, and questioning.

4) The number of Turn-taking

The number of Turn-taking between teacher and students in this article were collected after each teacher's feedback is completed. The content should be closely related to the feedback and not involve new topics, nor do it include discourse or reading comprehension to maintain classroom disciplines. After the teacher's feedback turns, if there are no turns between the teacher and the student, it will be counted as 0 turns. If the student responds to the teacher's feedback, it will be counted as 1 turn. If the student responds to the teacher's feedback and the teacher responds again, it will be counted as 2 turns, et cetera.

5) Data processing

Data collection and multiple linear regression based on the use of StataMP17 for teacher feedback duration, feedback type, and the number of Turn-taking.

4 Results and Discussion

(1) Results

1) The duration and type of teacher feedback, number of Turn-taking

This article obtained a total of 91 teacher feedback turns by analyzing the transcription. The duration and number of turns used for each feedback were statistically analyzed and classified. There are 12 specific types of feedback: clear correction, reshaping, guidance, requesting clarification, asking others to answer, repeating questions, metalinguistic feedback, simple commend, complex commend, repetition, explanation and supplementation, and questioning.

2) Multiple linear regression analysis of teacher feedback duration, feedback types and the number of turns

The multiple linear regression results of teacher feedback duration, feedback type, and the number of turns between teacher and student are shown in the figure below. The P-value for teacher feedback duration is 0.000, while the P-values for clear correction and asking others to answer are 0.029 and 0.046 respectively. The P-values for requesting clarification and questioning are 0.004 and 0.001 respectively.

Table.1 Multiple linear regression analysis of teacher feedback duration, feedback types and the number of turns

Turn	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Duration	.478	.07	6.81	0	.338	.617	***
newSort1	.871	.521	1.67	.099	-.167	1.91	*
newSort2	.55	.413	1.33	.187	-.272	1.371	
newSort3	.933	.419	2.23	.029	.1	1.767	**
newSort5	-.942	.485	-1.94	.056	-1.908	.023	*

newSort6	1.418	.699	2.03	.046	.027	2.81	**
newSort7	1.301	.444	2.93	.004	.417	2.184	***
newSort8	1.074	.316	3.40	.001	.445	1.704	***
newSort9	.106	.379	0.28	.78	-.648	.86	
newSort10	.277	.689	0.40	.689	-1.096	1.649	
newSort11	.205	.946	0.22	.829	-1.678	2.088	
newSort12	.087	.684	0.13	.899	-1.276	1.45	
Constant	-.542	.238	-2.28	.026	-1.017	-.068	**
Mean dependent var		1.253		SD dependent var		1.313	
R-squared		0.581		Number of obs		91	
F-test		9.014		Prob > F		0.000	
Akaike crit. (AIC)		253.655		Bayesian crit. (BIC)		286.296	

*** $p < .01$, ** $p < .05$, * $p < .1$

3) Linear regression between positive feedback and the number of Turns-taking

The linear regression results between positive feedback and the number of turns between teachers and students are shown in the figure below. The P-value of positive feedback is 0.048.

Table 2 Li*/near regression between positive feedback and the number of Turns-taking

Turn	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Duration	.401	.06	6.67	0	.282	.521	***
newPN1	.486	.243	2.00	.048	.004	.968	**
o	0	.	.	.	.	.	
Constant	-.015	.216	-0.07	.943	-.445	.414	
Mean dependent var		1.253		SD dependent var		1.313	
R-squared		0.353		Number of obs		91	
F-test		24.017		Prob > F		0.000	
Akaike crit. (AIC)		273.183		Bayesian crit. (BIC)		280.716	

*** $p < .01$, ** $p < .05$, * $p < .1$

(2) Discussion

1) The duration of teacher feedback has a significant positive impact on the number of Turn-taking

The research results illustrates that in the multiple linear regression of teacher feedback duration, feedback type, and the number of Turn-taking, the P-value of teacher feedback duration is 0.000, $P < 0.01$. Teacher feedback duration has a significant positive impact on the number of Turn-taking between teachers and students.

As the duration of teacher feedback increases, the number of Turn-taking will be stimulated and increased correspondingly. Therefore, in international Chinese classes, teachers should minimize the use of simple affirmations as much as possible. This type of feedback usually only lasts for one to two seconds, such as "very good, great, excellent", and simply affirms the student's answer before moving on to the next topic. There will be no further Turn-taking between teachers and students, which is not conducive to interaction and does not give students the opportunity of output. But the positive impact of teacher feedback duration on the number of Turn-taking does not mean that teachers should provide long-term feedback in the classroom. It can be found that the impact of time-consuming feedback types such as explaining and supplementing depends on different situations. If the supplementary content of the explanation is closely related to the content or is of great interest to students, the number of Turn-taking between teachers and students will increase to 5 or more.

If it is not closely related to the content or is incomprehensible to students, there won't be any turn taking happen. In international Chinese language teaching, teachers should reduce the use of simple commend and try to enrich the content of feedback. As for time-consuming feedback, teachers should use it according to what and who they teach.

2) The type of teacher feedback has a obvious impact on the number of Turn-taking

The P-value of the feedback type of clear correction is 0.029, $P < 0.05$. The P-value for asking others to answer is 0.046, $P < 0.05$. Therefore, these two types of feedback have a obvious positive impact on Turn-taking between teachers and students. The P-value of requested for clarification is 0.004, $P < 0.01$, and the P-value for questioning is 0.001, $P < 0.01$. Therefore, requesting clarification and questioning has a significant positive impact on Turn-taking between teachers and students.

When the above four feedback are used in class, they will increase the number of Turn-taking between teachers and students. Therefore, international Chinese teachers should choose appropriate feedback to increase the number of turns between teachers and students consciously, provide more opportunities for students' output, and promote students' language acquisition and interaction.

3) Positive feedback has a obvious negative impact on the number of Turn-taking

The research results shows that the P-value of positive feedback is 0.048, $P < 0.05$, and the correlation coefficient is negative. Therefore, positive feedback has a obvious negative impact on the number of Turn-taking between teachers and students.

Unlike general classroom teaching, students prefer to receive negative feedback such as clear correction to promptly correct phonetic and grammatical errors in language classes. Negative feedback can increase the number of Turn-taking and promote classroom interaction. However, the negative impact of the number of Turn-taking in positive feedback does not mean that international Chinese teachers should reduce the use of positive feedback. As mentioned earlier, positive feedback such as simple commend or repetition are not conducive to increasing the number of Turn-taking, classroom interaction, and students' output. The use of such positive feedback should be minimized as much as possible. It can be found that over half of the positive feedback of complex commend has a non zero number of turns, ranging from two to three to even five times. This indicates that enriching feedback content and affirming a specific aspect of students' speak is beneficial for increasing the number of Turn-taking between teachers and students. At the same time, international Chinese teachers should consider students' emotion, especially their anxiety, when using negative feedback. The affective filter hypothesis proposed by Stephen D. Krashen reminds us that the more anxious and nervous students are, the less language knowledge they acquire. Therefore, international Chinese teachers should avoid abrupt interruptions and criticisms when using negative feedback, and use gentle intonation and euphemism to guide students, in order to minimize their anxiety and give students more chance for output.

5 Conclusion

This research found that the duration of teacher feedback has a significant positive impact on the number of Turn-taking, the type of teacher feedback has a obvious positive impact on the number of Turn-taking, positive feedback has a obvious negative impact on the number of Turn-taking. Therefore, international Chinese teachers should avoid the use of simple commend or repetitions, choose appropriate feedback based on the teaching content and student situation to increase classroom

interaction, consider students' emotional factors while using negative feedback to minimize students' anxiety, provide students with as many output opportunities as possible, promote students' language acquisition thereafter.

This research still has certain limitations, such as the small sample size of this research. Through 90 minutes of classroom observation and paraphrasing, 91 teacher feedback turns were obtained. Similarly, this research provides quantitative analysis of the results of classroom observations, without supplementing the perspectives of the teaching staff or students. Therefore, in future research, larger sample studies can be conducted, and the research results can be supplemented by interviews with teachers or questionnaire surveys with students, making the research results more objective and comprehensive.

About the Author

Nan Xu is undergraduate of Northeast Normal University, and her research field is language teaching and discourse analysis.

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