

摘要

教师课堂反馈语作为教师话语的重要组成部分，在促进学生语言习得方面能起到重要作用。反馈语具有认知和情感功能，教师在课堂上使用恰当的反馈语可以帮助学生搭建认知支架，降低任务难度，克服交际中遇到的困难，减少课堂焦虑，促进语言输出。近年来，国内外学者越来越关注教师反馈语的研究，主要考察教师反馈语的使用现状，教师反馈语对学生的语言输出、课堂互动、情感焦虑等方面的影响，研究对象主要集中在中学阶段的专家型教师，新手教师和大学教师，鲜有从优质课和常规课的角度研究教师反馈语。本研究的目的是通过比较初中英语优质课和常规课中教师反馈语的异同，揭示教师反馈语使用中出现的問題，探索优质课堂反馈语的共性，引起教师对反馈语的重视，从而促进课堂教学效果的达成度。

本研究基于 Krashen 的可理解性输入假说，Long 的互动理论和 Swain 的语言输出假说，选取教育部国家教育资源公共服务平台中的九节全国初中英语优质课和在阜阳市某中学现场录制的九节英语常规课以及所选中的三个班级的学生为研究对象，旨在解决下列问题：（1）初中英语优质课与常规课教师的课堂反馈语话语量有何异同？（2）初中英语优质课与常规课教师的课堂反馈语类型有何异同？（3）不同类型教师反馈语对学生的语言输出影响有何异同？

通过课堂观察、文本转换以及问卷调查，Excel 和 SPSS 26.0 对数据进行收集和分析，研究得出结论：（1）优质课和常规课教师的话语量都占课堂话语量的 60% 以上，优质课教师的平均反馈话语量明显超过常规课教师。（2）反馈语类型比较：首先，两种课型中使用积极反馈语频率都最高。优质课注重评论和扩展反馈语的使用，常规课中简单表扬反馈语频率较高；其次，中性反馈语中重复和追问出现频率相近。优质课使用中性反馈语频率稍低于常规课，尤其是请同伴判断反馈语频率远低于常规课；再次，优质课教师运用消极反馈语中诱导反馈频率最高，而常规课中纠错反馈频率最高。（3）相对于其他类型反馈语，追问和诱导反馈对促进学生语言输出效果最好。

基于研究结果，本文就提高初中英语课堂教学中教师反馈语的质量提出以下建议：（1）教师需要充分意识到课堂反馈语对学生语言输出的重要作用。（2）教师需要加强反馈语理论知识的学习及实际应用。（3）重视赞扬评论、扩展、追问和诱导反馈语的使用。（4）教师反馈语应该满足学生个性化需求。

关键词： 初中英语；教师反馈语；优质课；常规课

ABSTRACT

Teachers' feedback, an integral aspect of teacher discourse, is crucial to increasing students' language acquisition. Feedback has cognitive and emotional functions. Therefore, teachers can assist students in creating cognitive scaffolds by providing appropriate feedback in class, which can help them reduce task complexity, overcome communication issues, reduce classroom anxiety, and boost students' language output. In recent years, scholars at home and abroad have paid more and more attention to teachers' feedback. These researches mainly focus on the current situation of teachers' feedback and its influence on students' language output, classroom interaction and emotional anxiety. The research subjects mainly focus on expert and novice teachers in middle school and university teachers, but seldom aim at high-quality classes and regular classes. The purpose of this thesis is to compare the differences and similarities in teachers' feedback between high-quality English classes and regular English classes in junior high schools, reveal problems in the use of teachers' feedback, and investigate the prevalence of high-quality class feedback in order to arise teachers' attention to feedback and promote teaching effect.

Based on Krashen's comprehensible input hypothesis, Long's interaction theory and Swain's language output hypothesis, the research subjects of this thesis are the nine high-quality classes in the National Junior High School English Quality Class Competition from the National Educational Resources Public Service Platform of the Ministry of Education and the nine English classes recorded in a junior high school in Fuyang and students in three classes chosen. The purpose is to solve the following problems: (1) What are the differences and similarities of the amount of teachers' feedback between high-quality English classes and regular English classes? (2) What are the differences and similarities of the types of teachers' feedback between high-quality English classes and regular English classes? (3) What are the differences and

similarities of the effect of different types of teachers' feedback on students' language output?

Through classroom observation, text transcription and questionnaire, employing Excel and SPSS 26.0 to collect and analyze the data, the thesis draws the following conclusions: (1) The amount of teacher discourse in high-quality classes and regular classes accounts for more than 60% of classroom discourse, and the average amount of teachers' feedback discourse in high-quality classes obviously exceeds that in regular classes. (2) Comparison of feedback types: First, the frequency of using simple positive feedback is the highest in both types of classes. High-quality classes pay attention to the use of comment and elaboration feedback, while the frequency of simple positive feedback is higher in regular classes; Secondly, the frequency of repetition and probing in neutral feedback is similar. The frequency of using neutral feedback in high-quality classes is slightly lower than that in regular classes, especially asking other students to judge feedback is far lower than that in regular classes; Thirdly, the frequency of elicitation in negative feedback is the highest in high-quality classes, while the frequency of explicit correction feedback is the highest in regular classes. (3) Compared with other types of feedback, probing and elicitation feedback have the best effect on promoting students' language output.

Based on the research results, this thesis proposes the following suggestions for enhancing the quality of teachers' feedback in junior high school English classrooms: (1) Teachers are fully aware of the important role of teachers' feedback in students' language output. (2) It is necessary to strengthen the study and practical application of the theoretical knowledge of teachers' feedback. (3) Pay more attention to the use of comments, elaboration, probing and elicitation feedback. (4) Teachers' feedback should meet students' individual needs.

Key Words: junior high school English; teacher's feedback; high-quality classes; regular classes

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Chapter One Introduction

This chapter briefly includes four sections that describe the study's background, purpose, significance. The whole structure of the thesis is shown at the last.

1.1 Background of the Study

Teachers' classroom discourse has been a hot topic for linguists and scholars both at home and abroad since the turn of the century. The classroom is the primary setting in which students acquire knowledge and develop skills, and discourse plays an important role in academic achievement. In class, students learn via language and use language to express their understanding. The use of reasonable and effective teacher discourse, as the main component of class talk, is intimately related to the attainment of educational objectives. Nunan (1991: 189) points out that "teacher discourse plays a crucial role in classroom teaching organization and language acquisition." Sinclair and Coulthard (1975) analyze classroom discourse and propose the classic IRF model of classroom interaction, Initiation, Response, Feedback. It can be seen that teachers' feedback is an integral part of classroom conversation. With the implementation of a new curriculum and deepening teaching reform, the interactive classroom has become a new direction of teacher's classroom teaching. Teachers' feedback plays an essential role in promoting classroom interaction between teachers and students and furthering students' second language acquisition. The new curriculum standard points out the basic concept of curriculum, stresses the cognitive development, focuses on language learning and practicing, and highlights that students should learn and use language through contact, experience, and comprehension. The English classroom eventually shifts to a student-centered teaching approach, with teachers' primary duty being to design activities in the classroom, allowing students to study autonomously and developing their language skills. In such a class, a teacher's language organization ability is even more tested. Teacher discourse in the English classroom has an inestimable influence on students' cognitive ability, language input, and emotion, which is beneficial to students in

learning and using the language better in the actual classroom. According to the socio-cultural theory of Vygotsky (1978), learners have a practical level. They can cross the “zone of proximal development” with the help of professional guidance. The teacher builds the “scaffold” for learners to develop from their current ability to a slightly higher ability, helping them realize their potential. Teachers’ feedback is an imperative way for teachers to build “scaffolding”.

The main reason why domestic scholars pay special attention to the teacher discourse in English classroom is that the use of English has special functions in Chinese context. Teachers shall use English as much as possible in English class to expose students to the target language. In this sense, English serves not only as a learning tool, but also as a teaching medium. The current state of English education in China is still based on teacher-taught knowledge. Teachers’ feedback seems to be very mechanical and singular, owing to teachers’ neglect of actual student involvement and dialogue. Teachers and students share a common goal of achieving classroom teaching objectives. Students would not have enough opportunity to produce language if teachers seldom provide timely and appropriate feedback. Students will lose critical linguistic input in the long run, which is not favorable to language learning. The existing studies concentrate on the present situation of teachers’ feedback in junior high schools, including the form, function, strategies, and feedback of classroom interaction, as well as the impact of teachers’ feedback on students. Few scholars examine the similarities and variations in teachers’ feedback from various curriculum qualities in order to identify successful feedback forms and tactics.

1.2 Purpose of the Study

Cheng Xiaotang (2009: 11) proposes that “students learn language through discourse interaction with teachers, or the process of acquiring and utilizing language”. Teachers’ feedback is effective language input and advantageous to students’ language output as an essential stage in classroom interaction, and the relationship

between teachers and students. Teachers' feedback language can be used to facilitate interaction and meaning negotiation between teachers and students in the classroom. In teaching, the interaction and meaning negotiation between teachers and students can be realized through the medium of teachers' feedback language. The situation of students' answers and their mastery of the target language can be reflected in teachers' feedback.

According to certain observations made in school classrooms, there are some issues with teachers' feedback as a result of the impact of some elements. For example, teachers are used to giving simple positive feedback, and the language is single, such as "good", "excellent", "have a good job", and so on; some teachers rarely correct students' small mistakes due to time constraints or lack of teaching experience. Because simple positive feedback frequently signals the end of a turn, a lack of targeted and necessary information equates to mechanical conditioned feedback, which is detrimental to kids' comprehension of their language learning.

The purpose of this thesis is to make an in-depth and detailed comparison between teachers' feedback in high-quality English classes and regular English classes in junior high schools, and find the differences and similarities. This study examines the current state of teacher discourse, the quantity of teachers' feedback, the forms of teachers' feedback, and the amount of students discourse based on the latest curricular standard. By comparing the high-quality classes with regular ones, this thesis examines the variations in how English teachers in junior high schools utilize feedback and offer some resources for teachers. On the one hand, it has the potential to increase English teachers' awareness of feedback and inspire them to devote more time to establish and develop pedagogical skills. On the other hand, it emphasizes the exemplary function of outstanding teaching instances as a source of motivation for practical work, as well as the essential part of teachers' feedback in classroom instruction.

1.3 Significance of the Study

Teacher discourse is directly linked to their academic concepts, instructional practice skills and methodological application. It is generally believed in language circles that interaction is the most indispensable process of language learning. Enter the classroom, observe and analyze the classroom activities carefully. What important role does teacher discourse play in interaction can be known. Teachers can better comprehend the interaction between themselves and students, the learning process of students in class, and boost their comprehension of students if teachers understand their own classroom speech. Teachers can also examine their own cognitive activities in class by examining their own classroom conversation. It is exactly because a classroom in which teachers perform a one-man show is not favorable to the advancement of students' language knowledge and skills, because knowledge is not generated unilaterally by teachers, but rather collaboratively through interaction between teachers and students. The language used by teachers and the relationship between teachers and students are both mandatory factors in students' successful output. And that is closely related to the language used by teachers and the interaction. The language used by teachers and the interaction between teachers and students have such a significant effect on the quality of learners' performance.

The comparison of teachers' feedback in high-quality English classes and regular classes in junior high school can enrich knowledge, research substance, and scope in this field from a theoretical standpoint. The majority of extant research on teachers' feedback focuses on the amount of discourse, forms, and functions of feedback, or the impact of teacher' feedback on students' linguistic output, classroom interaction, emotional anxiety, and so on. Besides that, experienced and novice teachers in middle school and university teachers are the primary research subjects, however, rarely study from high-quality and regular classes. This research aids in identifying issues with teachers' feedback in English classes and serves as a resource for future language research. There are a number of theories that underpin discourse analysis, and this study can help people comprehend and imply them. Teachers may clearly understand the types and tactics of effective teachers' oral feedback to increase teachers'

professional growth and students' language output through the comparative analysis of this study.

1.4 Structure of the Thesis

This thesis is made up of five chapters in total, and its structure is shown as follows:

Chapter 1 introduces background, purpose, significance and the structure of this thesis.

Chapter 2 is devoted to a review of the literature. In this part, three theoretical bases closely related to teachers' feedback are listed and elucidated. The key concepts are expanded to include definitions, classifications, and purposes of teachers' feedback, as well as definitions of high-quality and regular classes. Besides that, previous studies on teachers' feedback are discussed in the final section of this chapter.

Chapter 3 discusses the research methods. This chapter describes the research design about classroom teachers' feedback between high-quality and regular classes in junior high schools, consisting of research questions, research participants, research instruments, and research procedures.

Chapter 4 is the core of this thesis. Firstly, the collected data are described, then the collected data are analyzed, finally, the research results are discussed.

Chapter 5 is the conclusion. This thesis summarizes the key findings and brings out the limitations of thesis based on the data analysis. Then, it makes recommendations for future research.

Chapter Two Literature Review

This chapter reviews the theories associated with teachers' feedback. The second portion of this chapter includes prior research on teachers' feedback. Finally, relevant studies on the definitions of high-quality classes and regular classes will be given both at home and abroad.

2.1 Theoretical Foundations

Only by combining theory with practice can an effective method be found. As mentioned earlier, teachers' feedback is closely related to classroom interaction and has a vital impact on students' language input and output. Below, three influential theoretical foundations are introduced.

2.1.1 Krashen's Comprehensible Input Hypothesis

The input theory is proposed by Krashen, a well-known American scholar, in 1985. This is one of his five hypotheses, dubbed the monitoring hypothesis. The input hypothesis seeks to elucidate the relationship between language input and understanding, as well as to gain a better understanding of how to successfully receive and absorb language information. This assumption assumes that humans learn language solely through the comprehension of information or the receipt of understandable input. Krashen (1985) first explains that language learning and language acquisition are two different concepts. The systematic acquisition of vocabulary, grammar rules, and language forms by learners for the aim of obtaining language knowledge is referred to as language learning. Language acquisition refers to that learners unconsciously master a language in the language environment created by the teacher without deliberately learning it. Learners must have enough intelligible input to learn a language. To provide understandable input, utilize the model "I +1". "I" means the learner's initial linguistic competence; "+1" means the learner's language ability that is higher than his or her initial linguistic competence. However, the degree is not too high and should be kept within the learner's acceptable range.

Teachers should ensure that the comprehensible input reaches the “I +1” level when teachers provide language input materials. As a result, Krashen argues that the ideal language input should take place in a natural setting, pay attention to the meaning of language communication, and be interconnected and fascinating rather than arranged in grammatical order. Language output is the result of second language acquisition rather than the cause of second language acquisition. Forcing learners to perform language output before reaching the state of preparation will inhibit the process of language acquisition by forcing learners to shift their attention to language comprehension and processing input.

Teacher discourse, according to Krashen, can be considered as understandable input. Teachers’ feedback, as an important component of students’ input language, can help students understand their mastery of knowledge in real time and encourage students’ initiative and creativity in language use. Teachers provide students with a variety of practical language input in English class, which plays an important role in language acquisition.

2.1.2 Long’s Interaction Hypothesis

According to Krashen’s comprehensible input hypothesis, the Interaction hypothesis is propounded by Long (1983). Krashen’s input hypothesis aims to answer how people acquire language. If the learner has “I” rules, the following rule he learns is called “I +1”. However, Krashen (1985) argues that comprehensible input is spontaneous; Long’s interaction hypothesis agrees that Krashen’s comprehensible input is necessary for language acquisition, especially emphasizing the facilitation of meaning negotiation in language learning. According to the interaction hypothesis, meaning negotiation is a joint effort between learners and interlocutors to understand each other’s meaning, generate accurate expression, or fill in information gaps, which consists of a set of conversational changes or communication tactics that may adjust the language output, conversational structure, or message content. The strategies used to avoid or repair broken communication include repetition, reorganization, request

clarification, verification of understanding, or confirmation of understanding, which means negotiation. Long (1983) points out that the semantic understanding achieved through interactive adjustment by speakers engaged in meaning negotiation is important not only because it makes input intelligible, but also because it makes complex input intelligible. It emphasizes that the more language input is questioned, explained and corrected in communication, the higher the interlocutor's understanding of language and the greater the influence of language input.

To sum up, teachers' feedback is considered an important factor in the interaction hypothesis and a good way for teachers and students to conduct complete negotiation. Effective feedback should have the following characteristics: it is more diverse; it is spontaneous; it provides new information for communication. As a result, in the feedback process, teachers need to provide enough information and adopt the means of meaning negotiation to make the dialogue between teachers and students smoother.

2.1.3 Swain's Output Hypothesis

Based on the comprehensible input hypothesis, Swain (1985) presents the comprehensible output hypothesis. The output process is to activate knowledge and use the language in the students' mind. Input undoubtedly plays an essential role in language learning, but language input alone cannot guarantee the accuracy of learners' language expression. Therefore, in language learning, language output is critical. As learners become more adept in using the target language, language output can also increase fluency. As a result, providing students with opportunities to improve their second language output is critical.

Swain also classifies the functions of the comprehensible output hypothesis into three categories: The first category is the trigger function. Language output can assist learners in better understanding language acquisition, strengthening learning practices, and acquiring new languages; The second type of hypothesis is testing function that second language learners can verify whether their assumptions about language

structure are correct in the process of learning through language output forms such as oral communication and material writing; Second language learners can use language to express their way of thinking while speaking the target language, which is the third sort of metalanguage function.

In practical teaching, language output is achieved through classroom interaction between teachers and pupils. Following the students' responses to the teacher's questions, the teacher will make suitable feedback to help the pupils go on to the next turn. According to the understandable output hypothesis, teachers should provide as many chances for students' language output, particularly oral output, as possible, and lead students' oral language output through specific questions in order to improve students' oral output level. As an intermediary, teachers should promote feedback discourse on students' English learning through verbal interaction including classroom feedback. Therefore, when teachers give feedback, they must ensure that the discourse input in class not only conforms to the actual acceptable level of learners but also is difficult to make learners feel that teachers' expansion of knowledge points can improve their language ability, create practical contextual clues to help them understand language, provide students with more opportunities for discourse generation. It is indispensable to encourage more interaction between teachers and students, and improve the learning environment.

2.2 Key Concepts

“In the classroom, teachers' feedback plays a vital role in providing students with useful input as well as developing students' linguistic output” (Chaudron 1988: 133). Since the 1970s, a massive number of studies on teachers' feedback have been being conducted by many researchers. The thesis elaborates from these three aspects below.

2.2.1 Definitions of Teachers' Feedback

As an essential part of the teacher-student interaction, in recent years, there has been a great deal of focus on teachers' feedback. Many researchers have attempted to

define it from various perspectives. Qiao Danfeng (2012) holds that teachers' feedback is the third speech step (the feedback speech step) in the IRF model in the analysis of the classroom. Penny Ur (2000: 242) points out that "feedback is the evaluative information given to learners' performance in completing learning tasks and usually aims at encouraging learners to make more significant progress". According to Wiseman & Hunt (2001), teachers' feedback refers to the language that teachers provide students with oral or written feedback to assist them in comprehending their mastery of the knowledge point involved in answering the question. The more specific and regular feedback is, the more profound the feedback will be. Richards (2002) expounds that learners can recognize the completion of their learning tasks and the accuracy of their knowledge points from the feedback provided by teachers, which is characterized as feedback. Seliger (1983: 285) puts forward a more specific definition that "feedback is the teacher's response to students' oral expression, and this response is also used by learners to verify whether their understanding of some concepts of the target language is correct". In terms of communication, Ellis (1994: 296) defines "teachers' feedback as learners' response to communication efforts". Myhill et al. (2006) define teacher discourse as the major medium for teaching and learning, with both teachers and students using discussion rather than reading or writing to promote learning during the school day. Sadler (2010) holds that feedback is defined as information that demonstrates the effectiveness of students' performance in order to close the gap between real competence and particular language educational objectives, hence promoting students' language competitiveness.

Domestic scholars Chen Bimei and Zhou Rong (2012) believe that the scope of teachers' feedback language is vast as long as the information provided by teachers for the purpose of assisting students in learning, including audio and silent information, in-class or out-of-class information, can be included in the scope of feedback language. Teng Bingbing (2013) holds that teachers' feedback refers to teachers' responses to students' speech in class, including evaluation and analysis of

students' performance in class and suggestions on learning plans. Li Dongqing (2020) elucidates that teachers' feedback, namely teachers' response to students' language performance, is an integral part of teacher discourse and the key to triggering and maintaining effective interaction between teachers and students.

There are various explanations of teachers' feedback, as described in the review. Undoubtedly, it can be concluded that scholars at home and abroad basically define teachers' feedback as a response of the teacher to students' performance to assisting students in learning. This research focuses on the verbal feedback language used by English teachers in class with pupils, using the definition of Yan Xiuqin (2011), that is, teachers' feedback refers to the communication between teachers and students in class, which is teachers' reaction to their pupils' speech act and performance, which is mostly reflected in the language form, response content or themes.

2.2.2 Classifications of Teachers' Feedback

In fact, many researchers have analyzed teachers' feedback from different perspectives. This study classifies teachers' feedback into three aspects: function, form, and content.

According to function, Nunan (1991) divides feedback into positive feedback and negative feedback. He believes that positive feedback affirms learners' performance and enhances their learning motivation. Li Yuee and Fan Hongya (2002: 85) believe that "the feedback given by speakers in the process of communication has different forms and functions. Generally speaking, according to the listener's attitude towards the speaker and/ or the content and views of the speech, the listener's oral feedback can be basically divided into supportive feedback and non-supportive feedback". Liu Yuhui (2012) believes that positive feedback is a verbal response from teachers to students' answers and language forms, including simple feedback, extended feedback, and inductive feedback. Lyster & Ranta (1997) classify corrective feedback as explicit correction, restatement, clarification request, metalinguistic feedback, guidance, and repetition.

In light of the form of feedback, Long (1996) divides negative feedback into explicit correction negative feedback and implicit correction negative feedback. Explicit correction feedback focuses on pointing out students' mistakes explicitly in response, whereas implicit feedback focuses on carefully notifying students of their mistakes in order to protect students' learning motivation and interest while also reducing annoyance. Li Shainan (2018) puts forward that there are four types of classroom discourse that teachers use: explanation, management, questioning, and feedback. He believes there is a need to enhance teachers training, guidance, and feedback to strengthen mutual feedback between teachers and students. Cullen (2002: 119) "prefers to categorize teachers' feedback based on its function. He categorizes that into two types: evaluative and discursal feedback." Evaluative feedback refers to teachers focusing on the form of language, whereas discursal feedback refers to teachers focusing on the material of students' responses rather than the language itself.

In term of the content of feedback, Richards and Lockhart (2000) divide feedback into two categories. They are content feedback and form feedback. According to this theory, Liu Xudong (2009) proposes theme feedback, which entails passing judgment on or enquiring learners' ideas again in order to foster a conversation between teachers and students. Thematic feedback is more likely to resonate with students, which contributes to student involvement in the classroom and the integration of teachers' personal views and attitudes. Lin Zhengjun and Zhou Sha (2011) reclassify teachers' feedback language in junior high school English classes in detail by referring to Lyster and Ranta's (1997) classification of error-correcting feedback. The findings demonstrate that in a senior high school English classroom, there are nine types of unitary feedback and seven types of mixed feedback, with repetition and simple positive feedback being the most common types of unitary feedback. In contrast, the most commonly used compound feedback is simple positive feedback and repetition.

To summarize, there are numerous ways to categorize instructor feedback. The majority of the findings demonstrate the significance of instructor feedback in

students' language development. It can provide students with understandable input language and effectively promote students' output language. This study categorizes teachers' feedback into three categories: positive feedback, neutral feedback, and negative feedback, as defined by Nunan, Long, and Xu Ling (2013). When teachers approve with pupils' responses, they give positive feedback; The term "neutral feedback" refers to the teacher's verbal response in which the teacher does not give correct or incorrect judgment and evaluation to the students' answers or performance, but instead asks other students to evaluate the students' answers, or is only used for communication, transmitting information, and assisting classroom interaction. Negative feedback refers to verbal information provided by teachers when students' answers are incorrect or their performance falls short of the standards set by the teachers.

2.2.3 Functions of Teachers' Feedback

Teachers' feedback has a significant impact on students' language acquisition. Hattie (2012) even describes feedback as one of the most influential factors in learning. With the help of Vygotsky's (1978) scaffold theory, Xu Guohong (2006) evaluates and studies the role of teachers' feedback, and outlines two primary functions of teachers' feedback: cognitive and emotional functions. The former is to analyze students' answers and assist students in solving problems on their own, such as by reducing task complexity and providing tips to pupils. Teachers help learners to become active in class through feedback, for example, by boosting students' passion for learning, promoting student engagement, and mitigating negative consequences. According to Lewis (2007), feedback can give teachers and students with information. Teachers can use feedback to learn about their students' knowledge and help them study independently, as well as offer them with knowledge and linguistic input. Wang Xue (2018) maintains that providing students with feedback permits them to study in a more active and friendly environment, helping them to better integrate into classroom instruction and improving teaching quality.

From the above literature, it can be found that teachers' feedback has a certain impact on students' cognition, language, and emotion. As a result, the influence of classroom instruction, students' second language acquisition, and the creation of pleasant connections between teachers and students are all intimately tied to teachers' choice of acceptable classroom feedback.

2.2.4 Definition of High-Quality Classes

Researchers have been paying more and more attention to high-quality classroom instruction in the context of a new cycle of basic curriculum reform. Some academics argue that understanding the "high-quality" classroom is the only way to really understand "quality education" and thus the adoption of the "new curriculum". Different researchers have different understandings of the connotation of high-quality classes due to the differences in the entry point and value orientation of the research. Domestic researchers mainly have three viewpoints on the connotation of high-quality classes. The first view is the "good class" theory. Zhuang Meijin (2006) believes that high-quality teaching can be regarded as a "good class," which refers to excellent teaching and learning under the guidance of advanced teaching concepts to meet students' needs and improve students' overall quality, so as to realize the high-quality and efficient modern classroom teaching. The second view is the "optimization" theory. Chen Yue (2006) puts forward the "optimization theory", that is, the teaching process, which involves the rational selection of curriculum and instruction, techniques, and equipment in order to enhance the level of teaching and accomplish the teaching goal, is referred to as "high-quality class". The third is the view of "four highs." Yu Wensen (2007) holds that "four highs" are classes with high quality, high efficiency, high level, and high realm. Among them, high quality refers to the successful realization of teaching objectives; high efficiency refers to the large capacity of teaching content and the high frequency of teaching speed; high level refers to teachers' ability to organize teaching and superb teaching skills; high realm

means that students' learning level and creative ability can be sublimated to a new level through the study of high-quality classes.

From the above three viewpoints, it is implied that these three definitions of "high-quality classes" define high-quality classes from the perspectives of excellent teaching and learning, that is, cultivating teachers and students, optimizing teaching resources, and improving teaching standards and quality. The lessons chosen in this research are in the National Junior High School English Quality Class Competition from the National Educational Resources Public Service Platform of the Ministry of Education, which are jointly studied and polished by the lesson preparation group and the teaching and research group.

2.2.5 Definition of Regular Classes

With the intensification of curriculum reform, open classes and high-quality classes are deeply sought after by front-line teachers, but few teachers can make the classroom such a perfect high-quality class alone. The two types of courses, such as high-quality classes and open classes, are usually high-quality classes that are jointly studied and polished by the lesson preparation group and the teaching and research group. However, in most cases, the main course type of front-line teachers is regular classes, and regular classes are more the results of teachers' independent completion.

Tang Hong (2017) believes that regular classes emphasize more on each class that every lesson should be completed under the existing teaching conditions according to the requirements and objectives of curriculum standards, which is the most basic and main work of each teacher. Teachers are usually required to complete the teaching objectives, teaching strategies and teaching evaluation of each class independently.

Xiao Chuan (2007) defines open class and regular class according to whether there are teachers observing in the class. The class with the participation of teachers and peers is called open class, and the teaching only faces students according to the

teaching plan called as regular class, because students' degree of cooperation in class is different.

Fu Kehua (2018) believes that most of the types of classes are regular classes. After studying teaching materials and understanding students, teachers make simple teaching courseware and complete teaching tasks step by step according to the process of courseware. Open class preparation takes a long time, courseware production is exquisite, teachers and students cooperate tacitly, and the teaching process is smooth. These cannot be accomplished in regular classes because a high-quality lesson will consume a significant amount of time and energy from the teachers and the entire team.

In general, open classes and high-quality classes are exemplary, exploratory and comprehensive. These classes innovate in nonstick to one pattern, highlight teachers' teaching characteristics and realize teaching optimization. The regular class is solid and simple, which can truly reflect the real situation of students. Front-line teachers should learn from high-quality classes, try their best to push through the old and bring forth the new, and integrate regular classes with open classes to learn from each other. Only by doing well in every class can teachers really improve the quality of teaching. Perfecting regular classes and improving classroom teaching effectiveness is a long-term research issue for each front-line instructor.

2.3 Previous Studies on Teachers' Feedback

Teachers' feedback can not only arouse learners' enthusiasm for language learning, but also ensure the accuracy of language learning. Therefore, in-depth study of teachers' feedback can better explain the process of language learning in classroom environment. In recent years, more and more experts and scholars have paid attention to the use of teachers' feedback, and investigated the types and functions of feedback through classroom observation and text analysis. Specifically, scholars at home and abroad have studied teachers' feedback from different aspects.

2.3.1 Studies on Teachers' Feedback Abroad

Western researchers have produced many research results on teachers' feedback, as evidenced by the literature. There is an in-depth study on the classification of feedback, which is introduced in 2.2.2. In addition, western research on teachers' feedback mainly focuses on error correction feedback. Carroll and Swain (1993) conduct a survey on the mastery of possessive cases in English. The results show that teachers' use of error correction feedback in class will have a significant impact on students' language use. Learners can learn concrete and abstract language generalizations, which can narrow down the scope of application of these rules.

Furthermore, international researches emphasize the impact of feedback language on language learning. Paul C. Burnett (2003) finds that teachers' feedback has an impact on student self-talk and self-concept in reading and mathematics. In his summation, Eleanore Hargreaves (2014) claims that whether teachers use feedback deliberately or inadvertently, this practice will assist pupils grow autonomous intellectual capacity and an active exploratory spirit for a long time. The majority of teachers' feedback studies in the United States and overseas focus on college and senior high school English classrooms, with only a few studies focusing on junior high school English classrooms. The goal of this study is to compare the English teachers' feedback in high-quality classes with that of English teachers in regular classes in order to make "general" move forward to "high-quality."

2.3.2 Studies on Teachers' Feedback at Home

In comparison to other nations, Chinese researches on teachers' feedback began relatively late, in the 1990s, and its study focus is mostly on classroom teaching characteristics in second language education. Many researchers have conducted extensive research on instructors' feedback in actual English classroom teaching in recent years, monitoring and assessing the use and impact of teachers' feedback. The majority of the early works are theoretical investigations of teachers' feedback classification, features, and consequences.

Besides that, many feedback researches focus on error correction feedback, and that mostly discuss the different sorts of error correction procedures used in correcting students' wrong answer. Zhang Qian and Wang Jian (2011) give a detailed description of the characteristics of error correction feedback and find that the use of error correction feedback depends on many factors. Zhuang Xin (2012) analyzes classroom language errors and the effect of error correction to understand how English native language teachers grasp second language learners' oral errors to guide Chinese teachers' classroom oral error correction behavior. Zu Xiaomei (2014) expounds ten principles of error correction feedback in the classrooms from the perspective of cognitive interaction theory and socio-cultural theory of second language acquisition, based on the empirical research results of error correction feedback, in order to guide the practice of error correction feedback in the classrooms.

What's more, domestic studies also emphasize the impact of teachers' feedback on learners' affective factors, language output, and classroom interaction. Lin Lixun (2019) verifies the effect of teachers' feedback strategies and skills on improving students' oral level, and puts forward that feedback can promote students to accept "comprehensible input". Li Junfang (2005) mentions that teachers should provide feedback suitable for students' emotional needs according to whether students' emotional dynamic changes at different stages will stimulate students' interest in learning, and improve students' language level. Moreover, Li Qianqian (2019) believes teachers' classroom achievement, students' language learning and classroom engagement are all influenced by the quality and quantity of teachers' feedback. However, there are few comparative studies on teachers' feedback. Li Dongqing (2019) propounds that there are considerable discrepancies in the feedback given to learners with different language levels by junior high school and senior high school English teachers. Zhang Yue (2017) studies and discusses teachers' feedback from both urban and rural settings, as well as the types of differences and possible solutions of effective teachers' feedback.

Domestic researches on teachers' feedback mainly focus on the current situation and influence of teachers' feedback. Most of the relevant researches are carried out in the higher education stage, and the comparative researches on teachers' feedback at the secondary education level are weak. As a result, the focus of this research will be on junior high school English teachers' classroom feedback, as well as the similarities and differences between English teachers' feedback between high-quality classes and regular classes in junior high school, what types of feedback can help students improve their language output.

Chapter Three Research Methodology

This chapter introduces the research design of this thesis. Three questions on teachers' feedback are illustrated first, then research subjects, instruments are chosen. Finally, the research process is introduced.

3.1 Research Questions

Based on the English teaching classroom at a junior high school, the aim is to analyze the application of teachers' feedback language in high-quality and regular classes, and try to answer the following questions:

1. What are the differences and similarities of the amount of teachers' feedback between high-quality English classes and regular English classes?
2. What are the differences and similarities of the types of teachers' feedback between high-quality English classes and regular English classes?
3. What are the differences and similarities of the effect of different types of teachers' feedback on students' language output?

3.2 Research Subjects

The video cases of nine English classrooms from the 13th National junior high schools are chosen. They are all national award classes, and it can be said that the class is of high quality. As for regular classes, nine English classes video cases in the junior high school affiliated with Fuyang Normal University are chosen.

The other research subjects are students. Three classes of students are chosen to complete questionnaires on their attitudes and preferences toward teachers' feedback. The following is the classes chosen.

Table 3.1 The Basic Information of Classes

Number	Name
HC1	Do you like bananas?
HC2	How much are these socks?
HC3	What does he look like?
HC4	The story of Xi Wang

HC5	Do you want to watch a game show?
HC6	Will people have robots?
HC7	A Christmas Carol
HC8	Sad movies make me cry
HC9	Two geniuses
RC1	My name's Gina
RC2	How much are these socks?
RC3	This is my sister
RC4	Do you want to watch a game show?
RC5	Will people have robots?
RC6	I'm more outgoing than my sister
RC7	I used to be afraid of the dark
RC8	What are the shirts made of?
RC9	When was it invented?

(Note: HC=High-quality Class RC=Regular Class)

3.3 Research Instruments

(1) Classroom Observation

The authentic classroom teaching in this study is documented through natural observation without being influenced by extraneous variables. Based on the classification of feedback by Nunan, Long and Xu Ling (2013), the Classroom Observation Scale (Table 3.2) is made. Classroom observation is conducive to improving the reliability of research and providing real and objective data for research. In order to protect the integrity of data, after obtaining the consent of the English teachers, but did not disclose the intention of attending the class, the classroom teaching is recorded and these recordings are translated into text for analysis. Videos from high-quality classes are watched repeatedly and then are translated into text for analysis.

As a result, this study uses the classroom observation with a recording pen to record the English teachers' lessons. A classroom observation scale will also be utilized to collect the amount and sorts of feedback from various teachers. The data

and information are marked in this classroom observation scale for data collecting, and information regarding instructor comments is analyzed whether it is available.

Table 3.2 Classroom Observation Scale

Lesson:		Type:
Classification of teachers' feedback		Frequency
Positive feedback	Simple positive feedback	
	Comment	
	Elaboration	
Neutral feedback	Repetition	
	Probing	
	Asking other students to judge	
Negative feedback	Explicit correction	
	Elicitation	
	Recast	

(2) Data Analysis

It is discussed in the chapter 4. After asking the English teachers' permission without telling the aim of the study, classes are observed according to the established observation perspective and these lessons are recorded by a recording pen. Each class lasts for 40 minutes and this process lasts nearly three months. For the convenience of data analysis, teachers' classroom discourse in the collected recording materials of 18 classes is transcribed into written words according to a unified format. The data collected of classroom records are integrated with the results of classroom observation records in the data analysis to more correctly depict the present state of teachers'

feedback and improve the reliability of the study findings. For the table, the data is counted and analyzed by using Excel and SPSS 26.0 software.

(3) Questionnaire

At the same time, referring to the results of classroom observation records, this paper can describe and analyze the current usage status of junior English teachers more accurately, and add questionnaire on students' preference and attitude for different types of feedback language to increase the credibility of the research results. The goal of survey is to get a better answer to the third question. Students' language production is linked to their own knowledge reserve on the one hand, but it also includes students' emotional issues with teachers' feedback on the other hand. Because classroom observation and recording cannot adequately reflect what happens in the classroom, this study uses a questionnaire survey research method. The questionnaire utilized in this study is adapted from Wang Junhua (2014) questionnaire and merged with the responses of current junior high school English teachers polled in this work. The questionnaire contains 9 questions, with 1 to 7 being single-choice questions, which investigate the attitude of students to teachers' feedback and the options being numbers ranging from 1 to 5, complete disagreement, disagreement, no opinion, agreement, and complete agreement, respectively. Questions 8 and 9 are multiple choice, which is to understand students' preferences for teachers' feedback.

3.4 Research Procedures

The first step is to determine the research subjects of this study. Each class of the three grades are listened for one week, and finally three classes are chosen. These classes have a better English positive learning environment, as well as more teacher-student collaboration. Following the selection of the three classes, observe and record their English classes for three months. From a large number of classes, select nine classes with the best recording effect and relatively good classroom activities. Nine high-quality classes in the National Junior High School English Quality Class Competition, which are with selected topics corresponding to regular classes and good classroom activities.

Second, this process is arduous. Class recordings are translated into words lasting for over three weeks. 120 questionnaires are distributed, and finally 100 valid questionnaires are determined.

Third, after collecting data, data analysis takes much time. It is necessary to sort out the whole classroom discourse, and calculate the amount of classroom discourse, teacher discourse and teachers' feedback, and the output of students' discourse under the influence of different types of teachers' feedback. When analyzing different types of classroom teachers' feedback, the relevant classroom fragments with typical characteristics are extracted from the transcribed written materials for in-depth and detailed analysis and discussion. And analyse the attitudes and preferences of students to different types of teachers' feedback.

Finally, the number of different types of initial feedback is calculated by Excel, and the percentages of teacher discourse in the total classroom discourse and the percentages of teachers' feedback in the total teacher discourse are calculated respectively. SPSS 26.0 is also used to analyze the differences of data.

3.5 Data Collection and Discussion

Three types of data are collected for answering research questions, which include classroom observation, questionnaires, and data analysis.

For the first and second questions, classroom observation and data analysis are applied in the study. After obtaining the consent of the four English teachers, but without telling them about the purpose of the research, the research observes the classroom according to the proposed observation perspective and record with the recorder. The process lasted for nearly a month. In order to facilitate data analysis, classroom discourse of the recording materials of the 18 classes are transcribed into written words in a unified format. In the data analysis, the statistical results of classroom recordings are combined with the results of classroom observations to more accurately describe the current status of teacher feedback language use and enhance the credibility of the research results.

In order to answer the third question, the data analysis and questionnaires are utilized. After a preliminary analysis of the classroom transcript, a questionnaire survey was conducted. The questionnaires are first tested among 30 students to check whether the questionnaires statement, topic and content could be understood, and then revised according to the test results and the opinions of the subjects. Finally, 120 students are formally investigated. The student questionnaires are distributed on the spot and recovered on the spot. A total of 120 student questionnaires are distributed and 100 valid papers are collected.

This study used a combination of qualitative and quantitative methods to analyze and process the data obtained from the transcribed text and questionnaire results. When sorting out the obtained data, statistics and processing are conducted with the help of Excel and SPSS, so as to accurately describe and analyze the current use status of teachers' feedback language in junior high school English classroom teaching and the attitudes and preferences of students towards teachers' feedback language.

Chapter Four Results and Discussion

This chapter revolves closely around the research issues. First, the corpus of the classroom recordings are quantitatively analyzed, then the number and types of teachers' feedback language are sorted out. Next, the influence of teachers' feedback on students' oral output will be discussed according to the specific classroom teaching cases.

4.1 The Results and Discussion of Teachers' Feedback Amount

In the 18 junior high schools English classes observed, teacher discourse, as occupies a large proportion in classroom discourse, and is used more frequently. It is clear that most English teachers should consider the importance of their feedback in enhancing students' second language acquisition and classroom engagement. This is closely related to the fact that teachers' feedback in English is not only the target language, but also the effective input.

4.1.1 The Amount of Teachers' Feedback in High-Quality Classes

In this study, classroom discourse consists of teacher discourse and students discourse, while students' statements and group discussions are not included. Teacher discourse refers to all the words that teachers say. It is a good way to study teachers' feedback by calculating the number of words related to feedback.

Table 4.1 The Amount of Teachers' Feedback in High-Quality Classes

High-quality classes	Teachers' feedback /Teacher discourse (%)	Teacher discourse/Classroom discourse (%)
HC1	780/2109(37%)	2109/2866(74%)
HC2	914/2313(49%)	2313/3376(68%)
HC3	919 /2140(43%)	2140/2936(73%)
HC4	963/2445(39%)	2445/3625(68%)
HC5	883/2088(42%)	2088/3279(64%)
HC6	776/2159(36%)	2159/3550(61%)
HC7	803/1783(45%)	1783/2991(60%)
HC8	945/2165(44%)	2165/3548(61%)
HC9	770/2082(37%)	2082/3003(69%)

Average	861 (41%)	2132 (66%)
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The table 4.1 indicates that on the one hand, the average amount of teacher discourse in high-quality classes is 2132 words, accounting for 66 percent of the total classroom discourse. The relatively small proportion is 60%, which suggests that the discourse of teachers and pupils is about equal. Teachers, in fact, make significant contributions to classroom interaction and typically provide students with a variety of feedback such as “very good, excellent, why?”, “good job, how can you find it,” etc. The atmosphere leads teachers’ feedback to accounting for such a high proportion of teacher discourse. It also presents those excellent teachers support student-centered classes because they give enough time to students to speak in class.

In high-quality classrooms, on the other hand, the average amount of teachers’ feedback is 861, achieving 41% of the total teacher discourse. The average amount of discourse of teachers is 2132, accounting for 66% of the whole classroom discourse. This percentage is nearly half of teacher discourse. The percentage of teachers’ feedback in high-quality classes is similar to that (39.8%) in Wu Jingtian’s research (2020).

4.1.2 The Amount of Teachers’ Feedback in Regular Classes

The same method for estimating the volume of teachers’ feedback, discourse, and percentages is used in this section.

Table 4.2 The Amount of Teachers’ Feedback in Regular Classes

Regular classes	Teachers’ feedback/Teacher discourse (%)	Teacher discourse/ Classroom discourse (%)
RC1	472/2504(20%)	2504/3195(72%)
RC2	443/1973(25%)	1973/2417(73%)
RC3	670/2608(28%)	2508/3081(78%)
RC4	614/2430(28%)	2430/2703(83%)
RC5	689/2666(28%)	2666/3276(75%)
RC6	810/2610(34%)	2610/5894(81%)
RC7	654/2528(28%)	2528/2824(82%)
RC8	721/2672(29%)	2672/3357(74%)
RC9	732/1965(41%)	1965/2479(71%)
Average	645(26%)	2428(77%)

From Table 4-2, the average amount of teacher discourse is 2428, which occupies 77% of the whole classroom discourse. The percentage is very similar to Wang Tuanjie's (2015) research, which is 76.4%. Teacher discourse takes up a lot of time in class, and teachers in regular classes don't allow students adequate time to speak and interact. It is clear from the data that the volume of teacher discourse accounts for a significant portion of the overall classroom discourse. Compared with teachers in high-quality classes, teachers in regular classes are more likely to devote time delivering or clarifying knowledge on their own.

Besides that, the average amount of teachers' feedback is 645, which occupies 26% of the teacher discourse. These data illustrate that teachers neglect feedback used in English classes.

4.1.3 Comparison on the Amount of Teachers' Feedback Between High-Quality and Regular Classes

Beyond the above data, the SPSS 26.0 is used to testify the difference between high-quality and regular classes in terms of teachers' feedback, teacher discourse, and classroom discourse.

Table 4.3 Group Statistics on the Proportion of Teachers' Feedback

Group Statistics					
	Lesson	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Feedback	High-quality	9	861.4444	78.69738	26.23246
	Regular	9	645.0000	119.84678	39.94893
Teacher Discourse	High-quality	9	2142.6667	179.70601	59.90200
	Regular	9	2428.4444	272.23065	90.74355
Classroom Discourse	High-quality	9	3241.5556	297.83515	99.27838
	Regular	9	3247.3333	1049.01132	349.67044

Table 4.4 Independent Samples Test on the Proportion of Teachers' Feedback

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' Feedback	Equal variances assumed	.607	.447	4.529	16	.000	216.44444	47.79183	115.13030	317.75859
	Equal variances not assumed			4.529	13.817	.000	216.44444	47.79183	113.81396	319.07493
Teacher Discourse	Equal variances assumed	1.642	.218	- 2.628	16	.018	- 285.77778	108.73197	- 516.27926	- 55.27629
	Equal variances not assumed			- 2.628	13.860	.020	- 285.77778	108.73197	- 519.20657	- 52.34898
Classroom Feedback	Equal variances assumed	1.699	.211	- .016	16	.988	- 5.77778	363.49087	- 776.34400	764.78845
	Equal variances not assumed			- .016	9.281	.988	- 5.77778	363.49 087	- 824.26611	812.71056

From the statistical analysis in table 4-3 and table 4-4, it can be concluded that the difference between English teachers' feedback in high-quality classes and that in regular classes is very significant. The value of sig. (2-tailed) is .000, which is under the standard level of .05. As for the amount of teacher discourse, the value of sig. (2-tailed) is .018. As a result, the feedback given by English teachers in high-quality classes varies markedly from that given by English teachers in regular classes. However, in the amount of classroom discourse, the value of sig. (2-tailed) is .988,

which is over the standard level of .05. Therefore, it can be concluded that there is no significant difference between high-quality and regular classes in classroom discourse.

Through the analysis of the data, the thesis summarizes the amount of teachers' feedback in high-quality classes and regular classes and can draw the following three conclusions: first, in terms of teachers' feedback, the average amount of teachers' feedback in high-quality classes is significantly higher than that in regular classes. There may exist the situation that the two types of teachers between high-quality and regular classes have different teaching ideas. Various provinces and cities select most of the classes presented by teachers in high-quality classes at all levels. The quality of the lesson examples is generally good. Furthermore, subject curriculum experts, teaching researchers, and subject teaching teams generally polish these courses. They will place an emphasis on classroom interaction, and feedback will be critical in conversations between teachers and students. Choosing proper teachers' feedback is beneficial not just to students' language comprehension and input, but also to their language output. Students in high-quality classes have more chances to take part energetically in activities in the classroom because of their teachers. In regular classes, students learn knowledge deriving from the words that most teachers are talking explicitly rather than from multi-discussing and self-thinking. And few teachers give real feedback, reflecting a teaching concept opposite expert teachers. In other words, teachers regularly spend a lot of time teaching and explaining the teaching content, and pay less attention to the opportunities for students to think and output language.

Second, for the amount of teacher discourse, the proportion of teacher discourse in high-quality classes is much lower than that in regular classes. The classroom atmosphere in high-quality classes is very active. Students actively answer questions and express their ideas, and the role of teachers is like a mentor. They teach students methods and leave as much time as possible to think and communicate. However, teachers in regular classes are more dominant in the classroom, constantly explaining knowledge points, and students rarely have the opportunity to the output language. To sum up, teachers in regular classes pay more attention to the progress of the

curriculum and emphasize the richness and integrity of knowledge, so they will speak more, while teachers in high-quality classes will give students more opportunities for thinking and language expression.

Third, there is no significant difference in the amount of classroom discourse between high-quality and regular classes in terms of the total amount of classroom discourse. However, in both high-quality and regular classes, teachers' discourse volume exceeds half of the classroom discourse volume. In other words, the new curriculum places a strong emphasis on student-centered learning, which indicates that students should be provided more opportunities to practice their target language. To a large extent, the volume of students classroom discourse is greatly exceeded. However, in the current Chinese English classroom, the actual situation is that teacher discourse still accounts for a large proportion. To make junior high schools English classroom instruction more productive, teachers should devote themselves to acquiring new foreign language teaching theories and applying them to deliver more appropriate feedback to students.

4.2 The Results and Discussion of Teachers' Feedback Types

4.2.1 Simple Positive Feedback, Comment and Elaboration

This chapter mainly compares the proportion of three different types of positive feedback in high-quality classes and regular classes, and uses Excel and SPSS 26.0 to make statistics and analysis of the data. And the case analysis method is taken to further explain these types of feedback.

Table 4.5 The Amount of Three Types of Teachers' Feedback

Classes	total	Simple Positive Feedback	Comments	Elaboration
HC1	45	36 (80%)	3(7%)	6 (13%)
HC2	64	55 (86%)	5(8%)	4 (6%)
HC3	52	40 (77%)	6(12%)	6 (12%)
HC4	72	59 (82%)	4(6%)	9 (12%)
HC5	58	43 (74%)	3(5%)	12 (21%)
HC6	45	34 (76%)	4(9%)	7 (16%)

HC7	47	39 (83%)	3(6%)	5 (11%)
HC8	46	29 (63%)	9(20%)	8 (17%)
HC9	23	15 (65%)	4(17%)	4 (17%)
total	452	30 (68%)	41(9%)	61 (13%)
RC1	52	52 (1)	0 (0)	0 (0)
RC2	35	31 (89%)	1 (3%)	3 (9%)
RC3	46	43 (9%)	1 (2%)	2 (4%)
RC4	22	18 (82%)	3 (14%)	1 (5%)
RC5	61	55 (90%)	2 (3%)	4 (7%)
RC6	43	40 (93%)	0 (0)	3 (70%)
RC7	24	20 (83%)	2 (8%)	2 (8%)
RC8	47	40 (85%)	3 (6%)	4 (9%)
RC9	25	22 (88%)	1 (4%)	2 (8%)
total	355	32 (90%)	13 (4%)	21 (6%)

Table 4.6 Group Statistics Test on the Proportion Three Types of Teachers' Feedback

Group Statistics					
	Lesson	N	Mean	Std. Deviation	Std. Error Mean
Simple Feedback	Positive high-quality	9	38.8889	13.14767	4.38256
	regular	9	35.6667	13.68393	4.56131
Comment	high-quality	9	4.5556	1.94365	.64788
	regular	9	1.4444	1.13039	.37680
Elaboration	high-quality	9	6.7778	2.58736	.86245
	regular	9	2.3333	1.32288	.44096

Table 4.7 Independent Samples Test on Three Types of Teachers' Feedback

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Simple Positive Feedback	Equal variances assumed	.392	.540	.509	16	.617	3.22222	6.32553	-10.18731	16.63175

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	Equal variances not assumed			.509	15.974	.617	3.22222	6.32553	- 10.18905	16.63349
Comment	Equal variances assumed	1.078	.314	4.151	16	.001	3.11111	.74949	1.52227	4.69995
	Equal variances not assumed			4.151	12.856	.001	3.11111	.74949	1.49010	4.73212
Elaboration	Equal variances assumed	2.785	.115	4.588	16	.000	4.44444	.96864	2.39101	6.49788
	Equal variances not assumed			4.588	11.915	.001	4.44444	.96864	2.33228	6.55661

From the above table, the differences in comment and elaboration feedback between high-quality and regular classes are remarkable, with values of .001 and .000, respectively. Both of the values are under the standard value of .05. Consequently, because the variation in simple positive feedback between these two types of courses is .617, and that is significantly greater than the normal value, the difference is not significant. According to the data collected, the following three types of feedback are commonly used in high-quality and regular classes: simple positive feedback, comment feedback, and elaboration feedback. However, the percentage of each of these three types of feedback varies greatly. The above table shows that the proportion of simple positive feedback language is the highest, the amount of simple positive feedback is 307, and the average is 39, based on data collected from the three feedback types in high-quality classes. With 9 percent and 14 percent, respectively, the proportions of comment feedback and elaboration feedback are relatively small.

For regular classes, as for high-quality classes, their most commonly use simple positive feedback reaching 321, or 90% of the total. Both comment feedback and elaboration feedback are relatively small, with 4% and 6%, respectively.

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