

Research on Characteristics of Teachers' Feedback Discourse in High-Quality English Classes in Junior High Schools: Evidence from Thirty-Two Teachers' Classroom Observation

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Abstract: Feedback Discourse is teachers' response to students' learning performance, which plays an extremely important part in teachers' discourse, especially in language teaching classes. Taking the teaching videos of thirty-two English teachers in middle school exemplary lessons competition as the subjects, this study is intended to explore the characteristics of feedback discourse of junior high school English teachers from the proportion of teachers' feedback discourse, the types of teachers' feedback discourse, as well as the discourse structure of teachers' feedback discourse. The results are as follows: (1) Teachers of high-quality classes observed pay attention to the importance of classroom feedback, and the proportion of teachers' feedback discourse in high-quality classes accounted for 21% teachers' classroom discourse. What's more, the proportion of teachers' feedback discourse in different types of classes is relatively consistent. (2) As for the feedback discourse used by teachers in high-quality classes observed, the positive feedback discourse is more frequently used than the negative feedback discourse. The positive feedback most commonly used is "Request for Clarification" and the negative feedback is "Explicit Correction". (3) The teachers in high-quality classes used more separate discourse structure than continuous discourse structure which is suggested to use more. It is hoped that this study could provide some reference for the future study on junior high school English teachers' feedback discourse.

Keywords: Teachers' feedback discourse, High-quality English classes, Junior high schools, Classroom observation.

1. Introduction

Teachers' discourse is not only a tool for teachers to implement teaching plans, but also an important source of students' language input, so it plays a crucial role in organizing classroom teaching and learners' language acquisition (Nunan, 1991:189) [1]. In order to improve the efficiency of foreign language teaching, teachers' feedback on the development of students' language ability has become a hot topic. Since the 1970s, many researchers of Second Language Teaching have paid increasingly attention to the study of language classroom teaching. The model of Initiation-Response-Feedback (IRF) is regarded as the basic unit of classroom interaction. In recent decades, scholars at home and abroad have conducted in-depth studies on feedback discourse.

The early studies on teachers' feedback focused on the classification of teachers' feedback, which can be classified into the following categories: verbal feedback and non-verbal feedback, negative feedback and positive feedback, content feedback, thematic feedback and form feedback. Later, teachers' feedback mainly focused on error correction feedback and its impact on language learning, which became the focus of research at home and abroad (Huang Lu, Shi Xiaoling, 2017:151) [2]. At present, the feedback discourse commonly used by English teachers in China is simple and mechanical, which still needs to be improved and perfected.

2. Literature Review

2.1. Teachers' Classroom Discourse in English Teaching

Classroom discourse means the discourse which produced in the classroom, including student discourse and teacher discourse. According to the function, Cheng Xiaotang (2009:2) defines teachers' classroom discourse as the discourse generated by teachers when they organize and implement foreign language classroom teaching^[3]. According to Chen Xiaohuang (2020:47), teachers' classroom discourse can be divided into two categories: One kind of discourse is the English classroom teaching discourse which uses to reflect the content of knowledge in class, and the other is what the teachers use to adjust the classroom atmosphere, encourage students, evaluate students and guide students to participate in the corresponding teaching activities^[4]. Further more, Bao Jinfen (2008:26) classifies teachers' discourse in class into four parts: the amount of teachers' discourse, the characteristics of teachers' discourse adjustment, teachers' questions, and the ways of feedback^[5].

In recent five years, the relative research, which relates to the classroom discourse and high-quality class in junior high school is as follows. Guo Hui (2017:57) applied discourse analysis to study teachers' classroom discourse as a dynamic construction process^[6]. Yang Youwen and Guan Qingyang (2017:101+103) based on the traditional IRF (Initiation-Response-Feedback) model mainly investigate the characteristics and differences of Chinese and foreign teachers' feedback ways, and put forward that there are three differences in the feedback ways of Chinese teachers and foreign teachers: First, Chinese teachers' feedback ways are relatively fixed, while foreign teachers' feedback ways are more diversified. Second, the feedback discourse of Chinese teachers is mainly focus on the answers, while the feedback discourse of foreign teachers not only concerns about the answers of students but also focuses on students themselves. Third, when students give a wrong answers, Chinese teachers often use an indirect way to make a feedback^[7]. In addition, Ou Guangan and Zheng Yiqian (2018:75) randomly selected three teachers and their materials from the Eighth National Middle School English Exemplary Lessons Competition, and used discourse analysis to analyze their classroom discourse repetition and functions. They emphasize that: From the cognitive level, most of the teachers completely ignore the "discourse repetition" phenomena, they even aren't aware that inappropriate "discourse repetition" is a problem worth paying attention to^[8].

To sum up, the previous research on teachers' classroom discourse mainly includes four categories: classroom discourse, teaching discourse, teacher-student communication discourse and teachers' feedback discourse.

2.2. Teachers' Feedback Discourse in English Teaching

Teachers' classroom feedback discourse is an important language input for student's language learning and a tool for teachers and students to interact and think in the classroom context. Wang Yuhong (2019:3) defines teachers' feedback discourse as the evaluation information discourse made by teachers on students' discourse or behavior activities in classroom interaction, in addition, teachers' feedback discourse has the discourse function of triggering and maintaining effective interaction between teachers and students^[9]. Additionally, she presents that teachers' classroom feedback discourse is not only the discourse of interpersonal communication between teachers and students in the classroom environment, but also the intermediary discourse for teachers to implement teaching and organizing activities.

According to Long (1983:103), comprehensible input is helpful for acquisition. And teachers' feedback on students' answers can facilitate students comprehensible output, which is similar to guiding self-correction in this article^[10]. Thus teachers' classroom feedback discourse might need to focus on guiding students to self-correction.

The research on teachers' classroom feedback discourse mainly focuses on two aspects: One is the functional classification of feedback discourse and the other is the application of corrective feedback discourse. Given that, the simplest classification of feedback is the dichotomy that divides feedback into positive feedback and negative feedback (Zhao Xiaohong,1998:21)^[11]. Carroll and Swain (1993:373) distinguish between negative feedback, or any input providing information about the unacceptability of an utterance or response, and positive feedback, or any input providing information about the acceptability or well-formedness of an utterance or response^[12]. This indicates that for the classification of feedback, positive feedback and negative feedback are accepted by many scholars.

Teachers' feedback discourse can be classified from different perspectives. Much of the recent research is experimental in nature, investigating the effects of different types of feedback, including input-providing strategies (like recasts) and output-prompting strategies (like elicitation or metalinguistic comments) (Ellis, 2015:327)^[13]. Additionally, Lyster and Ranta (1997:46-48) put forward six types of correction feedback by taking the corpus of 27 immersion French classes as examples: (1) Explicit Correction; (2) Recasts; (3) Clarification requests; (4) Metalinguistic feedback; (5) Elicitation; (6) Repetition. The last four kinds of feedback discourse are mainly used for negotiation of form between teachers and students^[14]. Additionally, since Lyster and Ranta (1997:46-48) proposed their findings, many more observation studies of corrective feedback in second or foreign language classrooms have been carried out.

Scholars have different opinions on the application of corrective feedback discourse, that is, whether to correct students' output errors and whether to use explicit or implicit corrective feedback. In the nearly 40 years of research on the feedback discourse of foreign language teachers, most foreign scholars take the concept, type and timing of feedback discourse as the main dimensions of research, and put forward that different types of feedback discourse play different roles in student's foreign language learning and classroom activities. Teachers' feedback discourse has formed a relatively mature observation and analysis system, which is conducive to the reference, research and analysis of Chinese scholars.

Chen Xin and Wang Xiaojing (2021:47) believe that teachers' feedback, as an important part of teachers' classroom discourse, mainly refers to teachers' evaluation for students' answers through various forms of expression such as recognition, negation, error correction or silence^[15]. Zhao Xiaohong (1998:21) believes that positive feedback refers to expressing appreciation for students' answers with terms such as good, yes and Okay. Negative feedback mainly includes three aspects: ignoring students' answers, criticizing and hurrying to correct students' mistakes^[11].

At present, the research fields of teachers' classroom feedback discourse in China mainly involve the scaffolding function, the classification and characteristics of teachers' classroom feedback discourse, the sequence of feedback discourse, the relationship between teachers' classroom feedback discourse and students' utterance output, and the best time for feedback, etc.

2.3. Teachers' Feedback Discourse in High-quality Classes in Junior High Schools

Under the background of quality education, scholars at home pay more attention to the requirements for school education and teaching, especially after the promulgation of the "Double Reduction" policy, which clearly proposes to improve the quality of classroom teaching, enhancing student's learning effect, and relieving student's learning burden. Just because of this, building the efficient classes has become the pursuit of more teachers, and the high-quality classes has emerged at the historic moment. A high-quality class, as its name suggests, is a creative high quality and high efficiency teaching activity carried out by teachers under the guidance of educational teaching theory. According to Wang Wei (2022:100), efficiency can be a feature of high-quality classes where the teacher can achieve the maximum of teaching efficiency in the shortest time, effectively stimulate the students' interest in English, and enhance the student's English learning^[16].

Chen Bin (2012:97-98) puts forward that the English teaching requirement under the new curriculum standard is for all students and concerns about every student. Nowadays, an important criterion to measure the efficiency of English classroom teaching is the wide participation of students in the English class^[17]. Through his three-month teaching experiment, the average score and pass rate of his students have increased obviously. Based on the results, he proposes three ways to improve the efficiency of feedback: (1) Students raise their hands to agree; (2) Students hold a card to show their approval or disapproval; (3) Students choose A/ B/ C/ D cards. Therefore, it is believed that teachers' efficient classroom feedback can improve students' learning and improve their learning efficiency. And Wang Chen (2020:197) summarizes four characteristics of teachers' classroom discourse through comprehensive analysis by observing the classroom discourse used by front-line teachers when they taught in English in the open class environment, stating that the encouraging feedback discourse can be divided into the following two types: The first is to praise the students who answer the question correctly, and the second is to encourage the students who fail to answer the question. These two kinds of encouraging feedback discourse can help students form good learning motivation^[18].

In short, to make the class more efficient, teachers' classroom feedback discourse should also be efficient. Therefore, this article will continue to explore the characteristics of teachers' feedback

discourse in high-quality English classes in junior high schools so as to provide some reference for the future research in this field.

3. Methodology

3.1. Research Questions

This article mainly aims to address the following three questions:

- (1) What is the proportion of teachers' feedback in high-quality classes observed?
- (2) From the perspective of positive feedback and negative feedback, what types of specific feedback discourse are the most commonly used in high-quality classes?
- (3) Based on IRF model, which kind of discourse structure is mainly employed in high-quality classes, the traditional IRF or the variant IRF?

3.2. Subjects

The major subjects of this study are the teaching videos of 32 teachers in the 13th National Middle School English Exemplary Lessons Competition. Among these recorded videos, there are twenty-eight female teachers and four male teachers. There are six teachers in Grade 7, twenty teachers in Grade 8, and six teachers in Grade 9. As for Grade 7, there are two listening and speaking classes, one reading class, one reading and writing class and one review class. Regarding to Grade 8, there were nineteen reading classes, one listening and speaking class, and one reading and writing class. And for Grade 9, there are two reading classes, two listening and speaking classes, one grammar class, and one writing class.

3.3. Methods

In this paper, classroom observation and case analysis are used. Classroom observation is a very direct research method to collect data, which refers to the method of observing the classroom scientifically. With the help of the 32 teachers' classroom teaching videos, the author observed and recorded teacher's classroom discourse, feedback discourse and student's answers in each teaching step to lay a foundation for the subsequent transcript and case analysis. Case analysis has been employed more and more widely because of its high practicability and effectiveness. It is a scientific analysis method that makes a thorough and careful study of representative things (phenomena) to obtain an overall understanding. After watching all the teaching videos, the teacher's classroom discourse, feedback discourse and students' answers in each teaching step have been transferred into script. With the help of the data from the summary chart of classroom observation and the transcript, the characteristics of teachers' feedback discourse have been recorded and analyzed.

3.4. Procedure

There are three periods of data collection in this paper.

In the first period, from October 8th, 2021 to November 1st, 2021, the author firstly read the literature related to teachers' classroom discourse and teachers' feedback discourse and took notes of the key points. Secondly, the theories and methods which are helpful to the article were written down. Then, the primary literature on teachers' classroom discourse and teachers' feedback discourses were read and the limitations and current research gap were found out.

The second period was mainly from November 2nd, 2021 to December 11th, 2021, after starting with the first round of the general observation to grasp the general characteristics of teachers' classroom feedback, the comments and suggestions given by experts in the period of experts' comments after class was transcribed into scripts. Next, the class observation chart was designed, and part of the scripts of the class teaching records was transcribed. Finally, the data in first round observation were sorted out and analyzed.

The third period was from December 3rd, 2021 to January 20th, 2022. All the classroom records in teaching processes were transcribed into scripts, including the teacher's classroom discourse, teacher's actions, teacher's classroom expressions, etc. Further more, the authors read the scripts carefully,

selected out the required information. Then the useful information was sorted out and labeled. Later, analyses were conducted on the data with the help of transcripts and statistical tables of classroom observation, and the data of the article was presented by tables and figures. Finally, the results were drew out.

4. Results and Discussions

4.1. Proportion of Teachers' Feedback Discourse

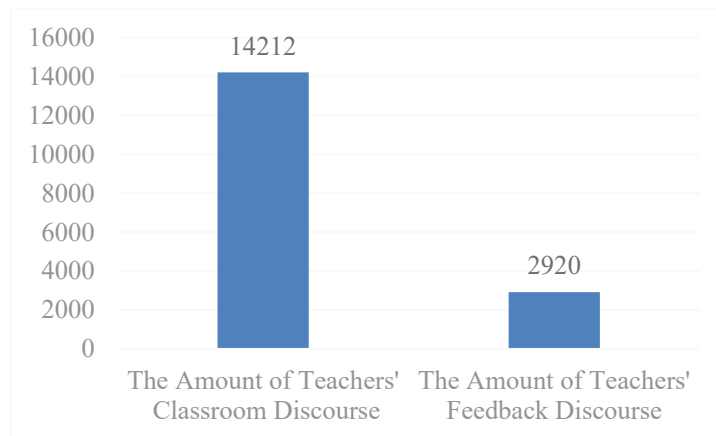


Figure 1: Proportion of Teachers' Feedback Discourse.

Teachers' classroom discourse includes four categories: classroom discourse, teaching discourse, teacher-student communication discourse and teachers' feedback discourse. From Figure 1, we can see directly the frequency of teachers' classroom discourse is 14212 times, and the frequency of teachers' feedback discourse is 2920 times. And the usage frequency of teachers' feedback discourse of 32 teachers accounted for 21% of the frequency of teachers' classroom discourse.

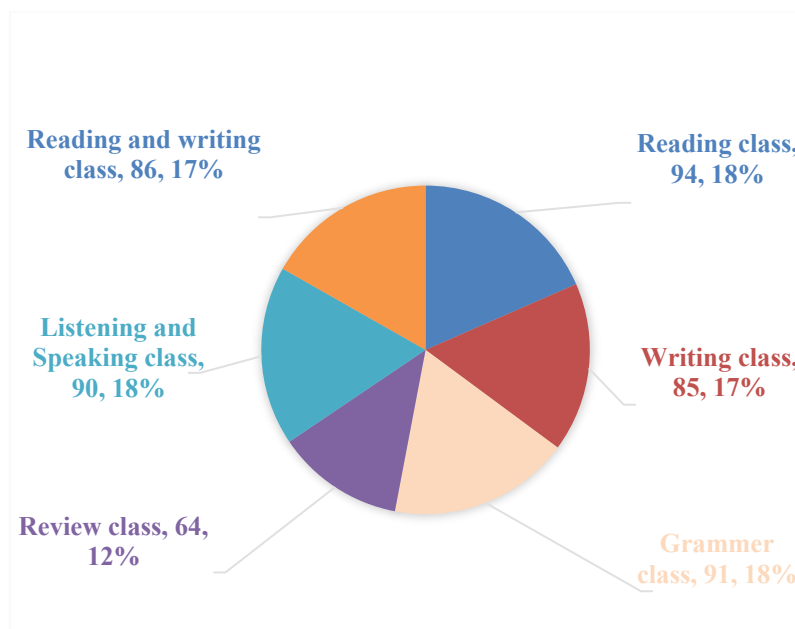


Figure 2: Teachers' Feedback Discourse in Different Types of Classes.

Figure 2 shows the average frequency of teachers' feedback discourse used in high-quality classes of different types of classes, and from the frequency number of teachers' feedback discourse we can know: Although the class types taught by teachers are different, the proportion of each type about the frequency of teachers' feedback discourse is relatively close. In reading class, listening and speaking class, grammar class the proportion is 18%, in writing class and reading & writing class the proportion is 17%, and only in review class, teachers' feedback accounted for 12%. In a word, the proportion of

teachers' feedback discourse in different types of classes is relatively consistent.

4.2. Types of Teachers' Feedback Discourse

Table 1: Types of Teachers' Feedback Discourse.

Type of Teachers' Feedback Discourse		Frequency	Average	Range		Proportion (%)	
Positive Feedback	Repetition	577	89.34	5~36	48~125	20.00%	97.91%
	Praise	543		3~36		19.00%	
	Approval	594		1~42		20.00%	
	Elicitation	118		1~10		4.00%	
	Request for Clarification	805		9~50		28.00%	
	Comment	176		0~19		6.00%	
	Guiding self-correction	46		0~7		1.58%	
Negative Feedback	No Feedback	11	1.91	0~3	0~11	0.38%	2.09%
	Explicit Correction	30		0~6		1.27%	
	Asking someone else to answer	4		0~1		0.14%	
	Metalinguistic feedback	16		0~9		0.55%	
Teacher's Feedback		2920	91.25		51~130	/	/

In this article the positive feedback was divided into seven types: Repetition, Praise, Approval, Elicitation, Request for Clarification, Comment, Guiding self-correction; negative feedback was divided into four types: No Feedback, Explicit Correction, Asking someone else to answer, and Metalinguistic feedback. According to the data in Table 1, the frequency of positive feedback discourse used by teachers ranged from 48 to 125 times, with an average frequency of 89.34 times, accounting for 97.91% of the total frequency of feedback discourse. The frequency of using negative feedback discourse ranged from 0 to 11 times, with an average frequency of 1.91 times, accounting for 2.09% of the total frequency of using feedback discourse. The frequency of teachers' feedback discourse used by teachers ranged from 51~130 times, with an average frequency of 91.25 times.

4.2.1 Positive Teachers' Feedback Discourse

Table 2: Explanations of the Positive Feedback.

Technique	Explanation
Repetition	"Repetition" is when the teacher restates the sentence, leaving the basic meaning unchanged and providing the correct form or improve the integrity of student's answer.
Praise	"Praise" refers to the teacher's recognition and brief praise of a student's performance.
Approval	"Approval" means that the teacher approves of the student's answer or performance. Teachers identify with students through simple words, sentences, and the feedback of recognition is brief and concise.
Elicitation	"Elicitation" refers to the teacher's reinterpretation of students' responses, or personal evaluation of students' responses, and supplementary cultural background knowledge or vocabulary related to students' responses.
Request for Clarification	"Request for Clarification" means that the teacher raises a new or deeper question after the feedback or after the students have answered.
Comment	"Comment" means the teacher evaluates the value or significance of the students' answers.
Guiding self-correction	"Guiding self-correction" means guiding students to realize their mistakes and correct them.

Table 2 shows the explanations of each type of positive feedback involved in this study. And as shown in Table 1, the frequency of "Request for Clarification" in teachers' feedback discourse is 805 times, which is the highest one in the teachers in high-quality classes using of positive feedback. And the range of frequency is from 9 to 50. When use this positive feedback teachers like to use "Do you

know...? / What do you think of...? / Do you like...? Can you...? / Why do you like it? / Do you think so? / Any ideas? / Who is...? / That's all? / What about this one? / How to say "... in English? / Do you agree? Why? , etc."

The frequency of "Approval" in teachers' feedback discourse is 594 times and the range of frequency is from 1 to 42. However, this kind of feedback is too broad and lacks focus in classroom communication and interaction. It is designed primarily to close a topic rather than to encourage in-depth discussion of the topic involved, such as Yeah! / I agree with you. / Right! / OK! ,etc. Because it does not lead students to the greatest extent possible in communication and interaction, the professors who attend the competition about high-quality English classes as a judge teacher really don't advocate using it too much.

The frequency of "Repetition" in teachers' feedback discourse is 577 times and the range of frequency is from 5 to 36. Teacher usually like use: You mean... / You said that... / Your answer is..., etc. First of all, repetition can let teachers during in repeating students' answer have enough time to think of the answer, so as to give a reasonable and appropriate feedback. Second, repetition can also make other students have the time and opportunity to consider the other's answer again, repetition also can have the effect of reinforcement, repeating the feedback not only can attract the attention of the listener, it also gives them a deeper impression of what they are repeating.

"Praise", as the most common and feasible feedback method for high-quality classes, is undoubtedly conducive to promoting classroom teaching and encouraging students to participate in the class. In particular, junior high school students have strong self-esteem, are very sensitive to the teacher's words, and look forward to the teacher's recognition and praise. Teachers use praise can enhance student's self-confidence and sense of achievement, make the classroom atmosphere more harmonious and active (Gao Jiaying, 2013:39)^[19]. As can be seen from the research data in this article, the frequency of it in teachers' feedback discourse is 543 times and the range of frequency is from 3 to 36. It can be noted that teachers in high-quality classes do a good job in praise. The teachers in high quality classes make full use of the positive effects of praise and repetition to maximize the enthusiasm of students to participate in class and express themselves. Through observation and statistics, the author can conclude that all the teachers in high-quality classes pay more attention to giving feedback in different forms of praise to student's answers: Good. / Very good. / Great. / Excellent. / Perfect. / Good idea. / Wonderful idea. / Good job. / Well done. / You really made a great job. / You are so clever. / Clever boy. / Good student. / I like your answer, etc.

"Comment" is an important form in the teacher's feedback, which can reflect the feedback ability of teachers in the conversation between teachers and students. The accurate evaluation comes from the listening and understanding of the students' responses, and only to make the input and processing of the students' feedback information can better to understand the output of students. The individual opinions from teachers' comments will close to the psychological distance between the teachers and students, and make the students and the teachers happier, which can better stimulate the students' interest and motivation in learning English. The frequency of comment in teachers' feedback discourse is 176 times and the range of frequency is from 0 to 19.

"Elicitation" reflects that teachers show interest in students' answers, and guide students to extend the topic and add a series of relevant knowledge, so as to stimulate students' interest in class, make them more active, and obtain more comprehensible input. The frequency of it in teachers' feedback discourse is 118 times and the range of frequency is from 1 to 10.

The teacher's attitude of correcting errors is particularly important. Every imperfect answer is a good learning opportunity for the students who answer the questions or the whole class. Guiding self-correction is a good method, which is beneficial to promote students to further think about the problem and form the enthusiasm of learning and thinking about the problem. The frequency of guiding self-correction in teachers' feedback discourse is 46 times and the range of frequency is from 0 to 7. Long (1983:103) states his view, comprehensible input is helpful for acquisition. And teachers' feedback on students' answers can facilitate students comprehensible output, which is similar to "guiding self-correction" in this article^[10]. This opinion emphasizes the significance of comprehensible input. And self-correction is related to comprehension input, so teachers should pay more attention to guide student's self-correction when they makes a mistake.

In a word, the frequency ranking of positive feedback used by teachers in high-quality classes observed is "Request for Clarification" > "Approval" > "Repetition" > "Praise" > "Comment" > "Elicitation" > "Guiding self-correction". Compared with the former four kinds of positive feedback mentioned, the latter three kinds of positive feedback, namely comment, elicitation and guiding

self-correction, are not commonly used by teachers in high-quality classes, even for teachers who have noticed the use of such positive feedback, the frequency of use is also not very high.

4.2.2 Negative Teachers' Feedback Discourse

Table 3: Explanations of the Negative Feedback.

Technique	Explanation
No Feedback	Teacher doesn't give a feedback to student's answer.
Explicit Correction	"Explicit Correction" is one kind of approach that teacher directly correct student's answer.
Asking someone else to answer	"Asking someone else to answer" means that when the person who is asked answers incorrectly or cannot answer, the teacher asks other students to answer for him.
Metalinguistic feedback	"Metalinguistic feedback" means the teacher does not provide the correct form for the student's answer, but only gives relevant comment or questions about the answer.

Table 3 displays the explanations of each type of negative feedback discussed in this study. And in Table 1, "Explicit Correction" feedback used by teachers in high-quality classes can be found about 30 times, which is the highest used in the type of negative feedback discourse. This approach makes learners defensive, preventing them from using complex structures and unwilling to try to use new discourse structures. If students tend to focus too much on forms rather than meaning, which would be bad for their language acquisition. In the use of directly correct errors or explicit feedback, it may interrupt the students' way of expressing their thoughts, and have a negative effect on the emotional aspects of student linguistics.

"Metalinguistic feedback" used by teachers in high-quality classes about 16 times. This reengages the students who answer the questions in the thinking and communication sessions, but does not motivate other students to join in.

Negative feedback can not fully play the positive role of teachers' feedback, which may discourage students' self-esteem, self-confidence and participate in the motivation of learning, which can hinder the students' interaction between teachers and students and the process of language output.

Yang Youwen and Guan Qingyang (2017) put forward that there are three differences in the feedback ways of Chinese teachers and foreign teachers: First, Chinese teachers' feedback ways are relatively fixed, while foreign teachers' feedback ways are more diversified. Second, the feedback discourse of Chinese teachers is mainly focus on the answers, while the feedback discourse of foreign teachers not only concerns about the answers of students but also focuses on students themselves. Third, when students give a wrong answers, Chinese teachers often use an indirect way to make a feedback [7]. Through classroom observation and script analysis, in this study, it was found that teachers in high-quality classes' feedback was diversified, which imply that teachers in high-quality classes paid attention to the type of teachers' feedback discourse. Besides, teachers in high-quality classes gave feedback not only concerns about student's answer but also paid attention to students themselves, such as: And you are the boy who is very cool! / I think you have the creative idea. / And you have a great superior English. / I hope you can be a student who is more confident. ,etc.

In addition, Ou Guang'an and Zheng Yiqian (2018:75) emphasize that: From the cognitive level, most of the teachers completely ignore the "discourse repetition" phenomena, they even aren't aware that inappropriate "discourse repetition" is a problem worth paying attention to [8]. Through classroom observation and script analysis, in this study, it was found that the "discourse repetition" phenomena was stilled existed in some teacher's classroom discourse, "OK! and Yes!" are the major discourse that used by majority teachers in the "discourse repetition" phenomena. And in the part of experts' comments after class about Miss Wang Lu, Mr Zhao Shanghua suggests that teachers would prefer to repeat the students' speeches, which would unconsciously occupy the class time. So the "discourse repetition" phenomena was stilled existed in some teacher's classroom discourse and teachers might not only repeat the student's speeches, but also unconsciously repeat their owns words such as "Yes" and "OK!".

All in all, high-quality English teachers' feedback discourse is diversified, including positive

feedback and negative feedback. What's more, from the above data proportion of positive feedback and negative feedback and the range of them, we could infer that 32 teachers used more positive feedback discourse rather than negative feedback discourse. In addition, high-quality English teachers gave feedback not only paid attention to students' answers but also concerns about students themselves.

4.3. Discourse Structure of Teachers' Feedback Discourse

Bellack (1966) proposes a four-step framework for classroom discourse description: structuring, soliciting, responding and reacting. In the teacher-student interaction of English classrooms, most of the teacher-student interaction is conducted in the model of IRF (Initiation-Response-Feedback), which was proposed by Sinclair and Coulthard (1975). In the IRF model, the feedback step is the teachers' response evaluation to the students' answers, which may also lead to the students' new answers to the teachers' new feedback (cited in Fei Huan, Hu yan, 2015:91)^[20].

Tong Zhiyue and Wu Wei (2021:4) shows that the discourse structure of foreign language classroom includes four types: the first is the IRF (Initiation-Response-Feedback) structure, in which teachers first ask questions to students, then students respond, and finally teachers give evaluation feedback; The second is IRFR structure, which is mainly for students to repeat or imitate after teachers provide correct answers when they respond to mistakes; Third, IR[I1R1(I2R2)]F structure, that is, teachers do not give feedback and evaluation to students for the first response, but ask further questions and let students make response again. After several times, teachers give final evaluation; The fourth type, IR1F1R2F2 structure, that is, after the teacher asks questions, several students respond, and finally the teacher gives evaluation feedback ^[21]. This study is based on the Birmingham school classroom discourse analysis framework, using the foreign language classroom discourse structure, the above four structures can be classified into two types, namely, traditional IRF discourse structure (hereinafter referred to as separate discourse structure) and other types of discourse structure that expand or evolve on IRF discourse structure (hereinafter referred to as continuous discourse structure). Based on the Birmingham school classroom discourse analysis framework and Tong Zhiyue and Wu Wei (2021:4) variant discourse structure, the thirty-two teachers classroom discourse structure classification, and the statistical distribution, the concrete situation is shown in Figure 3.

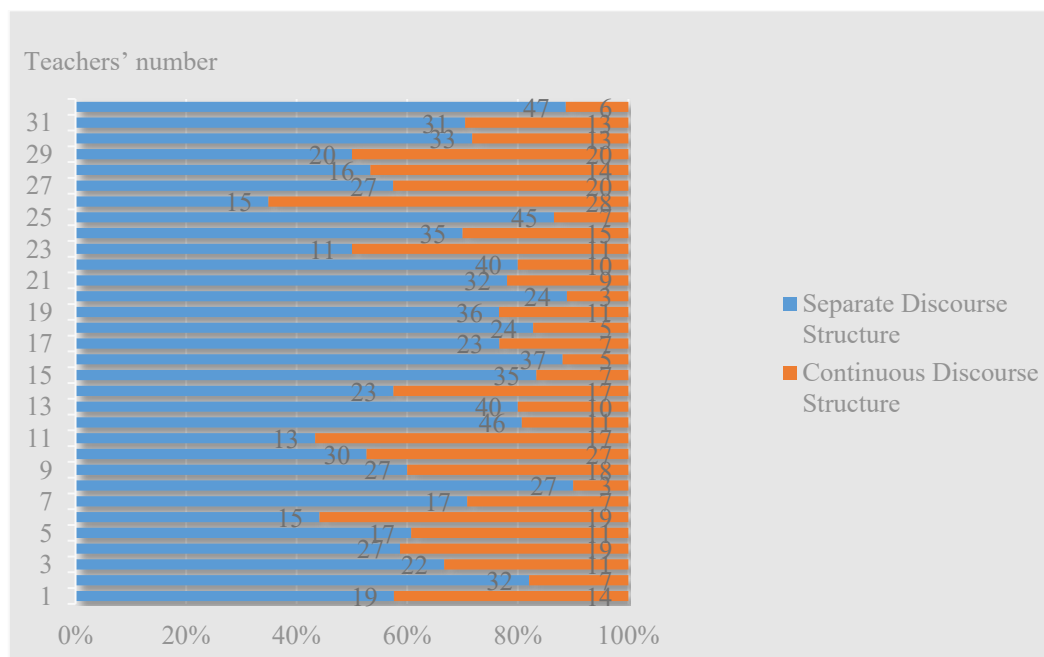


Figure 3: Proportion of Separate IRF Model and Continue IRF Model

In Figure 3, based on the statistics, high quality teachers used the separate discourse structure 886 times, while the continuous discourse structure 395 times. Obviously, teachers in high-quality classes are more frequently use separated discourse structure than continuous discourse structure, which indicates a great deal of teachers of high-quality classes still use traditional IRF model (separate discourse structure) to give a feedback discourse instead of variant IRF model (continuous discourse structure) which was suggested to use more.

What's more, there are some teachers pay attention to it and flexibly use the continuous IRF model, such as Miss Xia Xu, Mr Gan Li and Miss Shi Xiaoyue, which is consistent with the type of continuous discourse put forward by Tong Zhiyue and Wu Wei (2021)^[21]. For instance, the teacher NO.29 uses the same number of separated IRF and continuous IRF. Examples are as follows:

Example 1 (Separate Discourse Structure):

T: ...So, now, look here. Can use "who" ? Can use "who" ? Can use "who" here? (Sentences appear on the screen: I like movies make me laugh.) (I)

Ss: No. (R)

T: No! (Repetition) Yes! We should use "which".(Approval) OK! (F)

Example 2 (Continuous Discourse Structure1):

T: OK! (Approval) And once again, please! (Asking someone else to answer) (I1)

S4: I like the singers who write their own lyrics. (R1)

T: Good! (Praise) Pay attention! Singers. (Explicit Correction) (F1)

S4: Singers. (R2)

T: Yeah! (Approval) Singers. Yeah! OK! Now, let's read the sentences together. I like the singers...Begin! (F2, I2)

Ss: I like the singers who write their own lyrics. (R3)

Example 3 (Continuous Discourse Structure2):

T: Next question, next question: If you were Mike's parent, what would you do? If you were Mike's parent, what would you do? ...What about you? (I1)

S5: Me too! (R1)

T: You like? If you were Mike's parent? (Request for Clarification) (I2)

S5: I like to play games with Mike too. (R2)

T: You would play games with Mike. OK! Too, but only for a short time, right? (Request for Clarification) (F2, I3)

S5: Yes! (R3)

T: How long? What the time limit? (Request for Clarification) (I4)

S5: Five minutes. (R4)

T: Five minutes! (Repetition) (F4)

S5: Yes! (R5)

T: OK! Maybe a little bit short. Maybe it could be longer. (Comment) (F5)

Example 4 (Continuous Discourse Structure3):

T: ... So let's work in pairs and make conversations in pairs. Now you can make your conversations like the samples. OK? ... OK! That's all. Please! Let's work in pairs. OK! You pair. (I1)

S1: What kind of musics do you like?

S2: I like the musics who have their own lyrics. What kind of movies do you like?

S1: I like movies that can give me something to think about and funny. Yes! (R1)

T: Oh! That's all. Now you did a very good job that can give us a good example.(Comment) OK! Thank you! Now! Next pair. OK! The boy, yeah! You please! (F1, I2)

S3:What kind of movies do you like?

S4: I like the movie called Death Hour. It's about World War Two. And I think it provide me with a lot of information.

S3: That's all. It's a serious movie. So what kind of singers do you like?

- S4: I like the singers that sings movie music.
- S3: So what's... what's your favorite song?
- S4: It's called My Love.
- S3: Oh, yeah! (R2)
- T: OK! Thank you very much! I think your job is very wonderful.OK! Now, next one! OK! The girl, yes. Who has long hair. Yes, you please! (F2,I3)
- S5: What kind of actors do you like?
- S6: I like actors who can act well. What kind of musics do you like?
- S5: I like musics that can cheer me up. I like.....What kind of singers do you like?
- S6: I like singers who write their own songs. What kind of movies do you like?
- S5: I like movies that can attract my eyes.
- S6: So what's your favorite movie?
- S5: My favorite movie is Yesterday Once More. (R3)
- T: Oh! I like it very much! OK! Thank you very much! Now, the last pair. Yes! You please. (F3, I4)
- S7: Who is your favorite actor?
- S8: My favorite actor is Tom Cruise.
- S7: So why do you like him?
- S8: The reason I like him is that I always like people who try their best to solve the problem. And Tom Cruise is such a person. (R4)
- T: Good! (F4)
- S8: And what kind of movies do you like?
- S7: I like smooth music.
- S8: So who is...who is your favorite singer?
- S7: My favorite singer is Yao Beina.
- S8: I want to know the reason why you like her?
- S7: I am sorry about her death about two or three years ago. But you know what she have done before she death? She had donated her cornea. It is very important for Chinese to leave their whole body after dead. But she was different. She gave...She tried her best to help others. She thought that was more valuable and meaningful to do what she could do for others. She give a chance to another man to see the beauty of the world again. So I think even though her body leaved us, but her spirit will live in my heart forever. (R5)
- T: OK! Let's clap for her. I think you have the creative idea. And I like her because she is a singer. She is very talented and helpful. Yes. OK! So I am very sorry to hear about her death. (F5)

As Chen Bin (2012:97-98) stated, the English teaching requirement under the new curriculum standard is for all students and concerns about every student. Nowadays, an important criterion to measure the efficiency of English classroom teaching is the wide participation of students in the English class^[17]. From the above examples, it can be found that the separated IRF discourse structure couldn't better train students' communicative competence, because students generally only reply in one word or one sentence. In the continuous IRF discourse structure, the teacher will start a new communicative round based on the response steps, so as to make students output the target language as much as possible, and enable students to carry out meaning negotiation and conversational activities under this strategy, so as to improve students' communicative competence.

5. Summary

This article is aimed at exploring the the characteristics of feedback discourse of junior high school

English teachers in high-quality classes. To sum up, as for the first question, it could be seen that the proportion of teachers' feedback in high-quality classes accounted for 21% teachers' classroom discourse. And the proportion of teachers' feedback discourse in different types of classes is relatively consistent. So teachers could not only pay attention to the significance of teachers' feedback, but also concerns about the proportion of teachers' feedback discourse in different types of classes. With respect to the second research question, it is found that teachers of high-quality classes are good at using diversified types of feedback discourse, among of which more positive feedback discourse is used than negative feedback discourse. The positive feedback most commonly used by teachers in high-quality classes is "Request for Clarification", and the negative feedback is "Explicit Correction". In terms of the third research question, the results showed that most teachers of high-quality classes still used the traditional IRF model to give feedback instead of the variant IRF model which was suggested to use more. However, only a few teachers paid attention to it and flexibly used the continuous IRF model. Based on this finding, teachers are supposed to use more continuous IRF model to realize the multiple purposes, such as increasing student's emotional identification and engagement, promoting student's language output and realizing turn-taking between teachers and students.

6. Limitations and Suggestions

The present study is still at the primary and rough level and inevitably has some limitations. First, only the classroom sample videos were selected as the observation materials in this article and the teachers in high-quality classes couldn't be interviewed face to face, so some detailed information couldn't be obtained. And in some teaching steps of teachers in high-quality classes, the interaction between teachers and students wasn't be recorded because of the shortcomings of videos. Second, the number of subjects was 32 teaching videos in the 13th National Middle School English Exemplary Lessons Competition, which might not be large enough. Third, this article only discusses the verbal feedback behaviors of teachers and students in class, and does not analyze the feedback of non-verbal behaviors. In view of the limitations mentioned above, there are some suggestions. First, it is hoped that researchers can expand research subjects to make the samples more representative, combine the observation of high-quality classes and normal classes, or observe the real classroom teaching if possible. Second, further in-depth and detailed research can be also conducted on verbal feedback and non-verbal feedback in a more comprehensive way.

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