

Speech Act Analysis of Teachers and Students in Chinese as a Foreign Language Classroom

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Abstract: Speech act plays an important role in the process of teaching Chinese as a foreign language. The speech act of teachers and students runs through all aspects of the process of Chinese teaching. The analysis of it is helpful for us to deeply understand the form and connotation of teacher-student interaction in Chinese teaching and explore the universal law of classroom speech act. This paper takes the case of classroom activities in the primary comprehensive course teaching of Chinese as a foreign language as the research object, intercepts the teaching content of Shen Hongdan's demonstration course of teaching Chinese as a foreign language from 35: 00 to 45: 00, conducts classroom observation, and uses Flanders interactive analysis system to analyze and reflect on it. Because this period is in the late classroom activity time, the excellent teacher-student speech acts of classroom activities are summarized and analyzed in this part.

1. Introduction

1.1 Research Background

With the continuous improvement of China's comprehensive national strength, the world has paid more and more attention to China. More and more foreigners have entered China and have a strong interest in Chinese. In this context, the cause of Chinese international education is flourishing. Although the relevant research results of teaching Chinese as a foreign language have been relatively rich, there is still much room for research. The research on teacher-student interaction in foreign countries is earlier than that in China, and the research on classroom activities in China is mostly focused on English teaching. However, in recent years, with the vigorous development of Chinese as a foreign language, in the field of teaching Chinese as a foreign language, there are more and more special studies on all aspects and activities of teaching Chinese as a foreign language. The existing excellent research results of Chinese and foreign Chinese as a foreign language, teachers and students' speech and classroom activities provide strong support for this analysis. The gap between teachers and students' speech research in classroom activities of teaching Chinese as a foreign language is also an important source of this analysis.

1.2 Research Significance

Flanders Interaction Analysis System is regarded as the most famous technology in western classroom life research, which is highly scientific and accurate. Mr. Shen Hongdan is an excellent lecturer of Chinese as a foreign language in Beijing Language and Culture University. Based on the Flanders interactive analysis system, this paper analyzes the speech acts of teachers and students in Shen Hongdan's Chinese as a foreign language classroom, in order to explore the types of classroom interaction, teacher-student relationship, teaching style, speech characteristics and other factors, which is conducive to our in-depth study of excellent classroom cases, cultivate their attention to classroom speech acts, and enhance their own Chinese teaching ability. Under the full combination of analysis and reflection, we can deeply learn excellent classroom cases, cultivate our attention to classroom speech acts, and enhance our Chinese teaching ability.

1.3 Research Methods

A. Classroom observation method

By observing the excellent cases of primary comprehensive course teaching of Chinese as a foreign language, this paper uses visual, auditory and other angles to observe classroom behavior and teacher-student speech, reasonably uses induction to summarize and process classroom speech behavior, and uses real and specific methods to obtain the source of data analysis.

B. Data statistical analysis method

With the help of Flanders interactive analysis system, this paper records and analyzes the classroom speech acts in the selected period of time. Under the outline of quantitative analysis, effective qualitative analysis is integrated in order to make the analysis results more scientific and humanized. The method of ratio and matrix analysis is used to explore the teaching structure and the speech characteristics of teachers and students.

C. Literature research method

This article mainly through the school library, dissertation database, journals and other ways of literature review, access to relevant literature. On the basis of collecting and sorting out some literature, this paper combs and analyzes the academic views and research progress of different experts and scholars, so as to further interpret and analyze the analysis of this study, so as to make it more scientific and valuable.

2. Theoretical Basis and Research Design

2.1 Flanders Interaction Analysis System

Flanders interaction analysis system is an analysis system proposed by American scholar Flanders in 1970 to record and analyze the language behavior and interaction between teachers and students in the teaching process. The system divides the classroom language behavior of teachers and students into ten categories, and uses the form of coding to record the specific classroom language behavior. Then the code is paired and analyzed. According to the proportion of certain language behaviors and matrix calculation and analysis, the specific situation of the classroom and the teaching style of teachers are judged [1]. This system is helpful for us to study classroom teaching behavior, improve teachers' specific arrangement of classroom speech activities, and improve teachers' teaching level.

2.2 Two. Research object

The research object of this paper is the primary Chinese comprehensive course classroom of

Beijing Language and Culture University. The teaching content of this course is the new course teaching of "new concept Chinese (primary version 1) 'fifteenth lesson' is this red skirt good-looking'. The teaching materials used are published by Peking University Press and written by Liu Delian and Zhang Yuan, associate professors of the School of Chinese as a Foreign Language Education of Peking University. The teacher is Shen Hongdan, a senior lecturer in Chinese as a foreign language at Beijing Language and Culture University. The class is a primary mixed class. The students are primary Chinese learners with a vocabulary of about 1000 words, aged between 18-30 years old.

This paper will use the Flanders interactive analysis system to observe and record the classroom speech acts of a total of ten minutes from 35:00 to 45:00 in the video recording of the course, the rectangular structure and the result analysis, study the specific situation of the speech interaction between teachers and students in this period, analyze the classroom teaching structure of this course, and summarize the rules of speech acts in the classroom of Chinese as a foreign language.

2.3 Three. Research Methods and Observation Results

In order to ensure the accuracy, effectiveness and scientificity of the observation data, the observation process is as follows.

First of all, watch the whole course completely, form the overall cognition, summarize the classroom process and teaching design outline;

Secondly, the corresponding tables are listed and the video is transferred to the target area for playback. According to the requirements of the Flanders interactive analysis system, according to the classification of speech acts, the speech acts are recorded with specific symbols every three seconds (in this process, it should be noted that the selection of coding should be appropriately adjusted according to the actual situation and the overall speech process). Finally, a sequence of 199 coded symbols with specific meanings is formed. After the formation of the sequence, the teaching video should be reviewed to avoid improper selection of coding or missing records.

Finally, this sequence is organized into sequence pairs and summarized into a matrix table for the analysis of observation results.

3. Classroom Interaction Data Statistics and Analysis

3.1 Observation Results

The results of classroom teacher-student speech act analysis are shown in Table 1.

Table 1: Flanders classroom observation record table

School : Beijing Language and Culture University											Time : December 25,2021									
Observation period : 35 : 00-45 : 00											Class : Primary Mixed Class									
Subject : Comprehensive Course of Chinese as a Foreign Language											Recorder : Liang Yun									
Second Minutes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	8	8	8	8	8	8	8	6	6	6	0	0	0	9	0	0	5	0	6	0
2	9	0	0	9	9	0	0	0	9	9	0	0	0	9	9	0	0	9	9	9
3	9	0	2	4	3	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8	4	8	3
5	4	8	6	6	6	6	9	9	9	9	6	6	6	4	5	5	5	5	5	0
6	6	6	6	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
7	3	9	9	9	3	4	9	9	9	9	9	5	9	9	3	9	9	9	9	9
8	9	9	4	9	9	9	9	9	3	6	6	6	4	6	6	6	4	8	3	3
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	9	9	9	9	9	9	9	9	9	2	2	4	4	8	4	8	3	4	8	8

3.2 Analysis of Teacher-Student Verbal Interaction Behavior in This Period

According to the observation data and the integrated matrix table, the following analysis can be made on the speech interaction between teachers and students in this period.

3.2.1 Matrix analysis

It can be seen from Table 2 that some cells in the matrix represent a specific interactive behavior of teachers.

Flanders pointed out that the four regions of A, B, C and D represent the sum of the values of the corresponding columns, and the number and proportion of teacher-student verbal interaction can be calculated. A: B: C: D = 25: 30: 96: 48, it can be seen that the proportion of students speaking is the largest. During this period, the speech acts of teachers and students are dominated by students' speech, and the enthusiasm of students is well mobilized [2].

The data of each cell on the diagonal of the matrix indicates that a certain behavior continues for more than 3 seconds, indicating that the teacher or student is continuously doing something (also known as the 'steady state lattice'). Among them, 2-2, 3-3 and 4-4 appeared once respectively, 5-5 appeared 4 times, 6-6 appeared 13 times, 8-8 appeared 7 times, 9-9 appeared 65 times, 0-0 appeared 37 times. The largest number of times is 9-9, which means that students have the largest number of consecutive active speeches and the longest time. It can be seen that students actively participate in classroom activities during this period, and verbal communication exercises in the classroom are very sufficient. 0-0 also appeared many times, but this is mainly the teaching video playback time, still belongs to the effective classroom time [3].

Table 2: Order pair matrix table

	1	2	3	4	5	6	7	8	9	10
1	E									
2		1						1	1	1
3			1	1				3	4	
4		2	3	1		3		I 2	1	1
5				1	4				3	1
6			2	1		F 13		2	1	2
7										
8	G			7		H		J 7		
9			3	2	3	2			65	6
10					2	3			6	37
Total	A 0	3	9	13	B 9	21	0	C 15	81	D 48

The nine cells in the E area represent the positive behavior of teachers and reflect the good interaction situation between teachers and students (also known as 'positive integration lattice'). During this period, there are only 2-2, 3-3 times in zone E, which is due to the fact that the teacher's behavior is not much in the post-class activity time. Even so, the two praises and acceptances are continuous. Harmonious and continuous praise and elaboration of students' views are very important

to promote teacher-student interaction. This is conducive to ensuring students' continuous output, so as not to disrupt students' thinking.

The four cells in the F region reflect teachers' direct guidance, criticism or self-justification. During this period, there were 13 times of 6-6, which was the time for the teacher to give instructions to the students continuously. There were no two changes of 6-7 and 7-6, indicating that the students were willing to do as the teacher asked. It can be seen that the instructions given by the teacher are clear and clear, and the students have a high degree of cooperation.

Regions G and H indicate that the teacher begins to talk and the student stops talking. During this period, there were three times of 3-9 and two times of 6-9. The number of speech act changes between teachers and students was small, indicating that the activities were set properly and the students practiced in place.

Region I indicates that teachers and students are answering questions. During this period, there were two times of 8-4, one time of 9-4, and three times of 9-5, which mainly appeared in the summary link after the classroom activity, indicating that students could take the initiative to answer the questions prepared by the teacher in advance. Teachers and students ask and answer each other, respect each other and speak in an orderly manner.

3.2.2 Frequency and ratio analysis

In the Flanders interactive analysis system, the number '1' indicates the feeling of accepting students, the number '2' indicates praise or encouragement, the number '3' indicates accepting or adopting students' views, the number '4' indicates asking questions, the number '5' indicates explaining and expressing personal views, the number '6' indicates giving instructions, the number '7' indicates criticizing or maintaining authority, the number '8' indicates students' passive answers, and the number '9' indicates students' active speech. The number '10' (usually replaced by '0') indicates silence or confusion.

In contrast, in the matrix table of the Flanders Interaction Analysis System, 1-7 are listed as teacher speech acts, where the sum of all values corresponds to the time of all teacher speech acts; 8-9 are listed as student speech acts, where the sum of all values corresponds to the time of all student speech acts; Column 10 is silent or chaotic. The ratio of the sum of the 1-7 column values to the total number of all speech acts is the proportion of teacher speech acts in the classroom; the ratio of the sum of 8-9 column values to the total number of all speech acts is the proportion of students' speech acts in the classroom. Thus, the structural characteristics of speech acts in this period of the course can be analyzed. The analysis results are shown in Table 3 and Figure 1.

Table 3: Teacher-student speech act specific situation table

Category	Times	Ratio	Time (s)
Teacher Language	56	28.14%	168
Student Language	96	48.24%	288
Silence or Confusion	48	24.12%	144

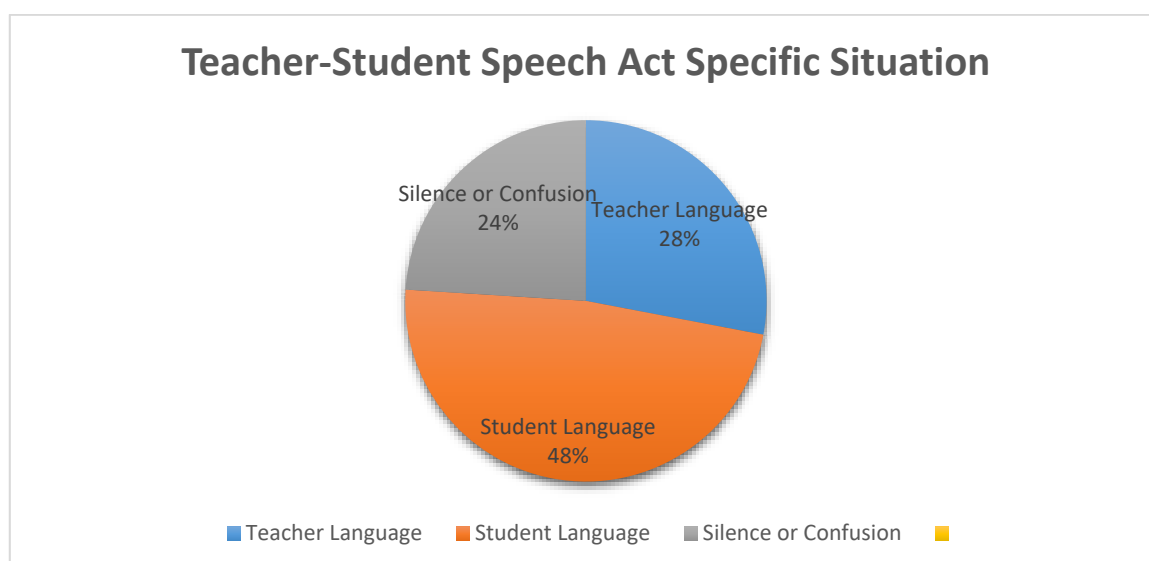


Figure 1: The specific situation of teacher-student speech act

Through the teacher-student speech act specific situation table / chart, it can be seen that the teacher's speech act totals 56 times, accounting for 28.14 %, taking 168 seconds and 2.8 minutes ; students' speech acts totaled 96 times, accounting for 48.24 %, taking 288 seconds and 4.8 minutes ; the total number of speech acts between teachers and students is 152, accounting for 76.38 %, which takes 456 seconds and 7.6 minutes ; silence or confusion totaled 48 times, accounting for 24.12 %, taking 144 seconds and 2.4 minutes.

It should be noted that:

A. 35: 30-37: 06 shows time for students, but there is intermittent silence time. This period is mainly for students to prepare for display or action and behavior display, not verbal display, but it is still part of the effective participation of students in the classroom, which is an effective classroom time.

B. 37: 18-38: 42 Play teaching video time for teachers. Although there is no speech act of students or teachers at this time, it still has teaching guidance and belongs to effective classroom time.

C. 40: 54-42: 27 is the time for students to discuss, but the teacher also participates in the group discussion. Therefore, during this period, there are speech acts such as teacher's questions, explanations, and acceptance of opinions. Although I record them as teacher's questions, explanations, and acceptance of opinions, they still have the nature of students' active speech.

According to these three sets of data, we can conclude that in this class, the interaction between teachers and students is frequent, students speak actively, students are the main body of the classroom, teachers mainly play a guiding role, and give students a lot of opportunities for oral practice. The silent time is mainly for the teaching video display time and the students' classroom display preparation time, which is also a scientific and effective classroom design. This kind of classroom structure shows that this class can effectively attract students' interest in Chinese learning, improve students' enthusiasm for Chinese learning, students' participation and high opening rate, reflecting the student-centered classroom teaching structure.

3.2.3 Teaching tendency and style analysis

A. Control type analysis

In the Flanders interactive analysis system, the numbers ' 1 ' - ' 4 ' (acceptance, praise, acceptance, questioning) indicate the language behavior that teachers have indirect influence on students, and the numbers ' 5 ' - ' 7 ' (explanation, instruction, criticism) indicate the language behavior that teachers

have direct influence on students. Therefore, the contents of columns 1-4 and 5-7 of the matrix correspond one by one. The sum of the two parts and their ratios can reflect the teachers' classroom control tendency and teaching style tendency in this period. The analysis results are shown in Table 4 and Figure 2.

Table 4: Teacher control type analysis table

Type	Coding	Category	Frequency	Proportion	Indirect effect / Direct effect
Indirect effect	1	Acceptance	0	0%	46.42%
	2	Praise	4	7.14%	
	3	Acceptance	9	16.07%	
	4	Questioning	13	23.21%	
Direct effect	5	Explanation	9	16.07%	53.57%
	6	Instructions	21	37.50%	
	7	Criticism	0	0%	

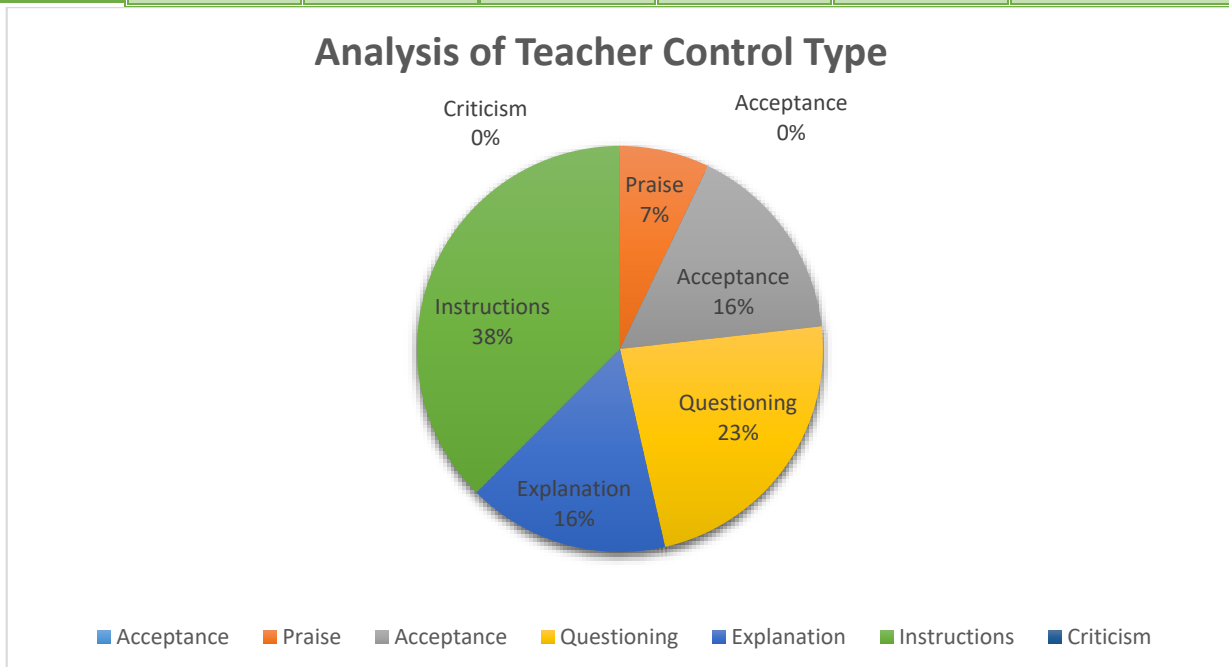


Figure 2: Analysis of teacher control type

Through the teacher control type analysis table / figure, it can be seen that there are 56 teacher speech acts in this period, mainly instruction and questioning, 34 times in total, accounting for 60.71 %. This period is in the activity link of the second half of this class, so the main form is that the teacher gives instructions and demonstrations, and the students imitate and display. The proportion of speech acts with direct effects of teachers in this period is equivalent to that with indirect effects.

Teachers' indirect language based on acceptance and questioning accounted for 46.42 %. The direct language based on explanation and indication accounts for 53.57 %. The ratio between the two is 0.87, less than 1, and the proportion of the two is not much different. This reflects that Shen Hongdan's class is more inclined to influence students in the way of direct language, but at the same time, he also uses indirect language to influence students. In Shen Hongdan's classroom teaching, we can see that teachers' questions, explanations, instructions and praises are coherent speech acts. Shen Hongdan's classroom activities often give students instructions first, then students discuss and

display, and finally comment on them with classmates.

B. Analysis of strengthening type

The 1-3 columns in the matrix represent the influence of teachers on students ' positive reinforcement; columns 6-7 of the matrix represent the negative reinforcement effect of teachers. If the ratio of positive reinforcement to negative reinforcement is greater than 1, then the positive reinforcement of teachers is in a dominant position, and vice versa. The analysis results are shown in Table 5.

Table 5: Teacher reinforcement type analysis table

Type	Positive reinforcement (1-3 columns)	Negative reinforcement (6-7 columns)	Positive reinforcement / Negative reinforcement
Frequency	11	21	0.52

According to table 5, it can be seen that Shen Hongdan's positive reinforcement for students is 11 times, negative reinforcement is 21 times, and the ratio of positive reinforcement and negative reinforcement is 0.52. In positive reinforcement, acceptance of students ' views is the main component, while in negative reinforcement, instruction is the main component, and there is no criticism. From this point of view, Shen Hongdan's teaching method tends to encourage teaching. It can also be seen from the video that she treats students very gently and gives students instructions patiently during the activity. Her instructions are clear and clear. Students can understand well and complete the task according to her instructions, and even show excellent performance beyond expectations, which is inseparable from the teacher's positive encouragement. In the process of teaching, Shen Hongdan pays great attention to the praise of students, but the time of each praise is very short, which is basically the words ' good ' and ' very good '. This can not only encourage students, but also not occupy too much classroom time. The time is short and the effect is great. It can enable students to follow the teaching steps closely, and teachers can better complete the teaching tasks. Through comprehensive analysis, the reinforcement type of this period in the classroom is mainly negative reinforcement. Most of the students take the initiative to follow the teacher's instructions to practice, and can be encouraged by the teacher in a timely and effective manner.

C. Qualitative analysis elements in the analysis process of this paper

In the process of research and analysis of things, it is usually necessary to carry out qualitative analysis first, determine the specific components of things, and then select the appropriate analysis method for quantitative analysis. The use of induction for qualitative analysis is the premise and foundation of correct quantitative analysis, which has important practical significance.

In the process of analyzing the speech acts of teachers and students in Shen Hongdan's Chinese as a foreign language classroom based on Flanders ' interactive analysis system, it is important to master the correct theoretical basis, understand the specific meaning corresponding to the specific serial number, and carry out accurate quantitative analysis of the speech fragments of the target period. However, the qualitative analysis of the speech acts of teachers and students in a specific context is also indispensable. This is similar to the use of context to understand semantics in the process of language communication.

For example, in this period, 35 minutes 27 seconds and 42 minutes 45 seconds, Mr. Shen said: ' We ask a group of students to perform, × × × and × × × you to show, can you? This sentence ends with a question mark, but it has the meaning of inviting students to show up, so it should be listed as a teacher's instruction; like 44 minutes and 27 seconds, after the students show, the teacher applauds with other students. There is indeed no speech act between teachers and students, but in fact, it can express the praise of teachers and students. Therefore, it can be classified as a kind of praise in

teachers' indirect speech act, or as a kind of students' active speech in students' speech act. There are many such examples, which are not pointed out here.

In a word, in the process of analyzing the speech acts of teachers and students in the classroom, we should not only look at the meaning expressed on the surface of language or behavior, but also explore the real purpose behind it. In this way, we can better learn and understand the internal mechanism of the speech acts of teachers and students in the classroom and the essential laws they contain.

4. An Analysis of Speech Acts in Classroom Activities

In Shen Hongdan's teaching classroom, there are many advantages worth learning. The period of this study is mainly the time of classroom activities. According to the analysis results of Flanders interaction analysis system, I summarize the speech acts of teachers and students in this period from three aspects: indicative language, encouraging language, negotiation interaction and equal relationship between teachers and students.

4.1 Indicative language

Teachers' indicative language is very important in classroom activities. Shen Hongdan's indicative language is concise, clear and enlightening. The observation results show that the number '6' in teachers' direct speech acts appears 21 times, accounting for 37.5% of the total number of teachers' speech acts and 10.5% of the total number of teachers' and students' speech acts. Among them, the continuous speech act '6-6' appeared 13 times, accounting for 6.53% of the total sequence pairs. It can be seen that the teacher's indicative language is concentrated and efficient in these ten minutes, and there is no situation where students cannot hear or understand the instructions. These instructions include letting students discuss with each other, asking students to show, etc., guiding students to successfully complete the task of communicative practice according to steps, communicating and connecting different teaching activities, and the transition is also very natural[4].

4.2 Encouraging language

The essence of teaching art is not to teach, but to motivate, awaken and encourage, so is Chinese teaching[5]. Shen Hongdan teacher in classroom teaching activities is not stingy her encouraging language, with gentle words to give students affirmation. The observation results show that the praise and encouragement in teachers' indirect speech acts, that is, the number '2' appears four times, accounting for 7.14% of the total number of teachers' speech acts and 2% of the total number of teachers' and students' speech acts. Among them, continuous praise and encouragement occurred once in '2-2', accounting for 0.01% of the total sequence pairs. It can be seen that the proportion of teachers' praise for students in these ten minutes is not high, and most of them are scattered. Concise encouragement is more efficient than lengthy encouragement. It can excite students' emotions to participate in classroom activities, so as to arouse their enthusiasm for listening to lessons and thinking, and always be full of spirit and enthusiasm in classroom learning, which is very beneficial to the successful completion of classroom teaching objectives[6].

4.3 Consultative interaction and equal relationship between teachers and students

The equal teacher-student relationship can make students participate in classroom activities in a relaxed and pleasant atmosphere. For example, in the process of giving instructions, Mr. Shen often uses the sentence pattern of 'Now, we ask someone to do something', which is polite and easy for

students to accept. For example, the period of 40 : 54-42 : 27 is the time for students to discuss, but the teacher also participates in the group discussion, which is of positive significance for the teacher to get a close understanding of the students ' mastery, but it is also a test of the harmony between teachers and students. If students have a fear of teachers, it is difficult to speak freely in such group discussions. On the contrary, this discussion is very easy and interesting. It can be seen that Mr. Shen has established a good consultative interaction and equal relationship with students.

5. Conclusions

This paper intercepts part of Shen Hongdan's teaching video. Based on the Flanders interactive analysis system, it analyzes the speech acts of teachers and students in the teaching process of the primary comprehensive course of Chinese as a foreign language. The combination of qualitative analysis and quantitative analysis, matrix analysis and proportional analysis are used to show the specific features of classroom speech activities in this classroom activity period. It is found that the classroom is a teacher-student interactive classroom with equal communication, teacher-led, student-centered, and high student participation and openness. During this period, teachers ' positive reinforcement and negative reinforcement are combined, and students complete the task of classroom activities step by step under the clear guidance of teachers, which is a perfect demonstration course of Chinese teaching. At the end of the article, based on the results of the analysis of the data, this paper gives some analysis and elaboration on several bright flashes of the teacher's language in this period of time, which has a positive enlightening significance for our Chinese teaching.

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