The Influence of Teacher's Repetition of Teaching Materials on Second Language Learning

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Abstract

In language teaching, in order to improve teachers' teaching level and enhance classroom efficiency, teacher-classroom discourse analysis has gradually become the main tool to study teaching effect.However, there is little survey on teacher's repetitive discourse in domestic research, and there is still space for improvement in English teachers' repetition quality in the lecture.This paper focuses on the occurrence of repetition structures in English teachers' lecture discourse. In the initial stage, the researcher put forward the research conception by combining the related concepts of discourse analysis and discourse repetition with the related research in the past years. The researcher mainly focuses on the structure and function of English teacher's repeated discourse, and divides it into 6 groups according to the function of repetition-Highlighting,Accepting the answers through public notice, Question adding, complementing, error correction,interpretive repetition. After that, the researcher makes a qualitative analysis of the typical teacher-student dialogues and related theories in six classes to explore the phenomenon of both intentional and inappropriate repetition in classroom discourse, and then summarizes and puts forward some reasonable suggestions. The results show that repetition plays a large role in primary English classroom discourse structure, and the effective use of repetition structure has a positive effect on the average scores of different classes.

Keywords

Teacher's repetition; Teaching efficiency; Repetition structure.

1. Introduction

In the field of language teaching, if one learns a non-native language in a native-speaking country, that language is their second language. Learning system refers to the conscious learning of grammar and sentence structures.However, the foreign language training conducted in China lacks a natural foreign language learning environment. Students who are trained in a natural foreign language environment are exposed to a target language (Zielsprache) both in and out of the classroom; Students under this environment learn the language, consciously or unconsciously, all the time. Those who study foreign languages in China do not have this external advantage. [1] Therefore, the research on investigating teaching discourse in class to promote language learning has become a research priority (Wang Zhaosen, 1989) in classroom teaching, teachers often emphasize the importance of a certain concept by repeating the questions or the students' answers, which is the embodiment of knowledge sharing psychology (Shi Chengfang, 2010) [2]. The structure of repetition accounts for a large proportion of teacher's discourse in English class, and its functions are diversified due to the differences in form, content, position and object of repetition. Repetition occurs in a text and serves as means of connecting up and down discourses; in terms of content, repetition can be divided into complete repetition and partial repetition. The former refers to the repetition of

the preceding sentence, including accurate repetition of pronunciation and intonation, the latter refers to a part of the previous speech repeated, it is possible to take a reorganization of the way to express the content of communication (Yuee Li,2000) [3] In the past research, we found that there is a lack of empirical research to explore the relationship between teacher's single utterance repetition and students' learning feedback. In many studies, there are very few empirical studies on the structure of repetition in English classroom. Due to the different language habits of different teachers, there are also some inappropriate repetition in the nature class.As a result,the purpose of this study is to explore the proportion of teacher's repetition structure in English classroom and the distribution of various discourse functions in English classroom discourse.Besides,There's in-depth analysis of specific characteristics of classroom paragraph repetition structure .The significance of this study lies in through the analysis of classroom recording materials and class notes,the function of different discourses and the form and distribution of repetition are demonstrated.In addition, This paper reveals the pragmatic rules and features of repetition in the stages of comprehension, expression and interaction structure in language learning, improving the study of repetition in teacher discourse analysis, and putting forward some reasonable suggestions.

2. Literature Review

In recent years, there are only a limited number of researches on repetition in class discourse. [4] As far as teachers' discourse are concerned, Qian Xiaoqing (2013) defines discourse analysis as the process of understanding a specific discourse in a specific language environment and discourse system. [2] Shi Chengfang (2010) believes that language diversity should be taken into account in teacher discourse analysis. For example, in explaining words, phrases, sentences, grammar and translation, we should pay attention to the language collocation. By reducing the language difficulty and combining with the students' actual level of acceptance to new knowledge, we can guarantee the gradual progress of teaching and receiving, so as to guide students to finish the language input imperceptibly. In exploring teachers' classroom discourse, the study finds that the repetitive structure accounts for a large proportion of the classroom structure. [5] Xia Bingqing and Li Mei (2013) found that teachers' repetition is a common language phenomenon in English teaching, which may be intentional or unintentional. Intentional repetition is generally of positive significance, and it functions as an important mean to help students to realize the validity of language input. [6] Chen Li (2016) holds that English teaching repetition can not be carried out by using one sense organ. In order to realize the positive meaning of English teaching repetition, teachers should combine the multi-sense coordination of sounds, forms and meanings of words instead of repeating in one aspect. [3] In terms of the frequency of repetition, Li Yuee's book discourse analysis, published in 2000, shows that repetition should be consciously used in teaching, but the amount of repetition should be appropriate. Appropriate use of repetition can arouse students' attention to the knowledge they have learned. The repeating content can also be the essence of input and the learning skills they have mastered.

However, excessive use of repetition will to some extent causes confusion to class structure, affecting the teaching effectiveness. On the contrary, too little use of repetition may affect the listener's understanding of class discourse and negatively effect the speaker's emotions on conveying language discourse. At the same time, teacher's inappropriate teaching will not play an exemplary role in students' language use in the future. During the teaching process, too little language repetition may also violates the pragmatic law of teaching and politeness principles, which can not achieve the desired teaching purposes. In the exploration of teacher's repetition methods,apart from the frequency of repetition use, teacher's repetition habit is also worth studying. Due to the different language habits of different teachers, there are some repetition

of no use. Some teachers have some deficiencies in language application. They can not express what they mean in an orderly and clear way, thus forming many unconscious phrases to connect the nodes of their thinking. In particular, many of the language forms used for knowledge explanation are dull and poor, repetitive structure, lack of the necessary complexity and diversity will greatly reduce the teaching level and negatively affect the teaching effect (Shi Chengfang, 2010) [2]. With respect to evaluating students' learning outcome.The effectiveness of teaching is generally measured by the structuralism. The structuralism is intended to take the form of multiple choice tests, which are the most widely used of many types of tests. In the student language learning test, the essential question type is the multiple choice,whose advantages lies in its objectivity of answer selection. Because there is only one answer to a multiple choice question, the accuracy is very high. (Wu Jie, 2021) [7]

Generally speaking, the study of teacher's language is beneficial to the improvement of teaching model, the conscious repetition of discourse can help to input knowledge and find effective learning methods, and the excessive or too little repetition of discourse has the reverse effect on the teaching process.The structuralism test is generally used to evaluate student learning outcome.

3. Method

In this study, the researcher intends to make a qualitative and quantitative analysis of the collected materials, focusing on the qualitative analysis of teacher's repetitive discourse structure. The subjects of this study are different classes of the same grade in a primary school in Guizhou province. In order to get the most authentic in-class discourse, the researcher went into the classroom as a practice teacher recording the class and transcribing it.The researcher informed the teacher and students of the act of transcribing the content before the class.In order to record the actual interaction during English lessons ,teachers and students were unaware of the researcher's research topic during the class. After class, the researcher informed the classroom teacher and students of the action in time, and obtained their understanding and support for the survey. There are four parallel classes in the third grade class, each of which has the same level, the students' English comprehension and expression ability are basically at the same level, and the students' English foundation is similar because there is no extra-curricular tutorial class in Guizhou Primary School, the survey results were not affected by other factors. Therefore, the four classes selected in the experiment are representative. In this study, the researchers intend to collect the material for quantitative and podiatry analysis. Quantitative Analysis's method aims to analyze different class's academic results. By comparing the scores of students in different classes, high scoring classes are identified . The qualitative analysis is based on the linguistic structure analysis of the typical conversational discourse selected from five high-scoring English classes in one week, in which the repeated structures are marked, classified and statistically analyzed.Based on classroom situation and students' feedback, the paper is described and analyzed comprehensively with the knowledge of functional linguistics and the framework of discourse analysis.

4. Research Process and Discussion

A.the frequency of the repetitive structure of teacher's discourse in primary English class
During the research, chapter UNIT5 LESSON1 are selected to analyze the feedback of the four classes. Each teacher taught the same chapter to 4 classes,and the results are recorded. In the four classes selected for this study, the duration of the class was 45 minutes, and the repetition structure in the class is shown in figure below
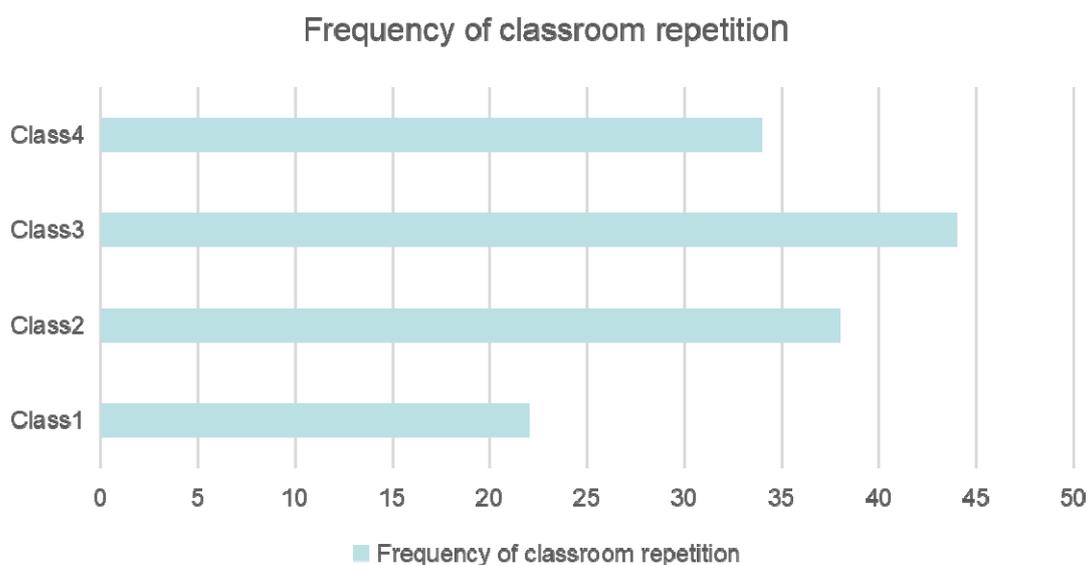
Figure 1. Frequency of classroom repetition

As can be seen from the figure 1, in the six classes selected in this study, Class 1, Class 2, Class 3 and Class 4 show 22,38,44 and 34 times teacher's in-class repetitions, there were 138 times of repetitions in four classes totally, the average number of repetitions was 34.5, and the average frequency was 0.76/min. There were 44 occurrences of repetition in class 3 and 22 occurrences of repetition in Class 1. After class, the researchers used the structuralism test to get feedback via using test paper and received average scores in class. The results are as follows
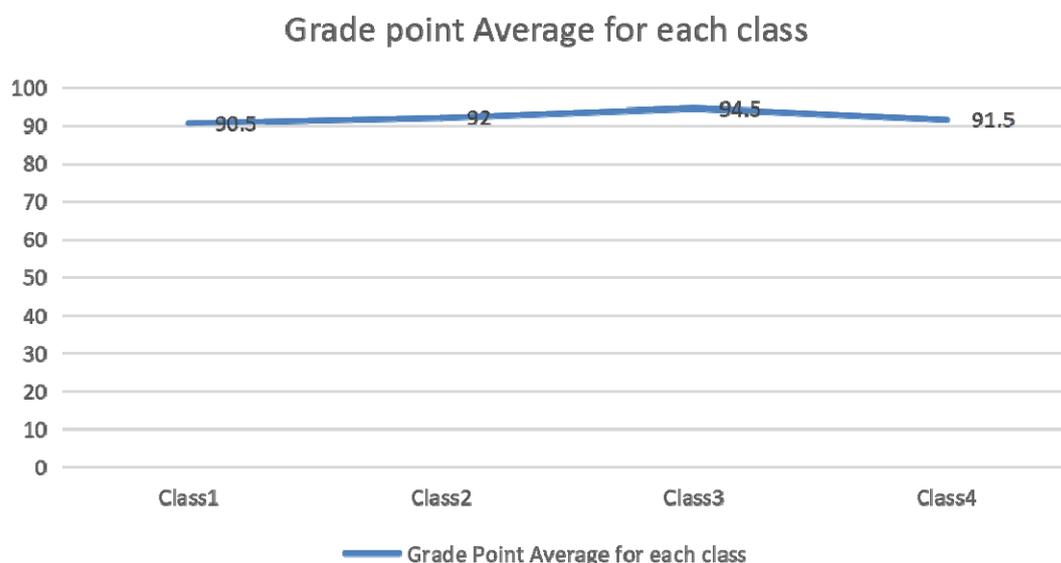

Figure 2. Grade point Average for each class

B. After transcribing the recordings of four classes into text and analyzing six teachers' discourse on certain knowledge points, the researchers found that different teachers had different types of classroom repetition, and their reasons for repetition varied. In general, there are the following categories:

(1) The frequency of repetition is related to the difficulty of knowledge points. For those difficult answers, the teacher deepens the student's knowledge through repetition, such as:

'why is it difficult for children to learn basketball? Because this needs to be practiced a lot. Because this needs to be practiced a lot.' The answer was a bit long for the third grade,in this case, the teacher repeated it twice to make it easier for the students to understand.

(2) The teacher's teaching habit is the unconscious repetition. By reading the teacher's class transcripts, the researchers found that the teacher in class 2 had a strong sense of repetition. The class 2 teacher had a conscious repetition of most of the knowledge points, such as:' Okay, let's read this sentence: have some eggs, please.okay, have some eggs, please.'

According to the result of feedback, the average score of Class 3 is the highest (94.5) , the average score of Class 1 is the lowest (90.5) , the teacher of Class 3 holds the highest amounts of repetition and the teacher of Class 1 holds the lowest amounts of repetition rate with regard to the classroom teaching discourse. The researcher selects the teacher's corpus of class3 to carry on the further analysis, with the findings that the teacher's repetitive structure function has significant differences compared to the others. There are seven functions in the repetition structure of classroom data: highlighting, accepting public notice, adding questions, complementing,error correction,

(1) Highlighting: highlighting mainly refers to the teacher by repeating certain words to emphasize the repeated content, increasing its prominence in order to attract adequate attention of students.

For example:'Teacher: Sarah would like some cake and water, some cake and water, please.'In this paragraph,teacher mentioned cake and water twice,for the purpose of drawing enough attention from students to let them know what does Sarah want.

(2) Accepting answers through public notice: accepting answers through public notice means that the teacher repeats the student's answer after the student answers some certain questions. It shows that teachers have identified this answer and presented it to the other students in a repetitive form.

For example:'Teacher:Alright,what does Chenjie want?

Students:Chen Jie would like some juice and rice.

Teacher:Great,they brought some juice and rice'

In the paragraph,teacher was repeating student's answer so as to demonstrate the approval of this student's answer.'Juice and rice 'are highlighted.

(3) Questions adding: questions adding are often asked in the course of interaction between teachers and students, and in a short period of time. The goal of repeating the same type of question is to get students to think and say the right answer while drawing their attention.

For example:

Students: I like eating breakfast.

Teacher: Breakfast? What kinds of breakfast?do you like eating bread, noodles or rice?.'

or

Teacher:where is my cat?

Students:Is it in your room?

Teacher:yes,which part of room is it?

Students:It's at the southern corner of your room.

Questions adding normally occurs when teacher seeks to specify students answer. However, instead of telling students the answers straightforward, teacher chose to adopt the question adding methods to lead students to shout out the answers. This would not only increase students' awareness of the knowledge point,but also boosts their creativity of finding answers.

(4) complementing: complementing occurs when a teacher repeats a sentence of a student's answer or his own words, adding in a few more supplementary concepts, for the purpose of making the lecture more complete and accurate.

For example:

Teacher:You can have some water when you are thirsty,some hot water when you are thirsty

or

Teacher:where did Sarah go yesterday?

Student:Sarah went to school yesterday.

Teacher:she went to the library in school yesterday,good.

In this paragraph,teacher increased lecture's accuracy and completeness by enriching the former answers.

(5) error correction: error correction happens when teachers appear to repeat their former views or students' answers, with correction on any errors in their previous words.

For example,

Teacher: let's play a game. let's play height and seek, hide, let's play hide and seek.

Or teacher:what do you like? Students:I like eat food. Teacher:I like eating food.

In this situation, teacher was correcting his mistakes through unconsciously repetition the sentence and replace the wrong answers. In the second section, teacher was pointed out student's mistakes through repetition of the wrong answers.

(6) Interpretive repetition: Interpretive repetition mainly includes Chinese interpretive repetition and English interpretive repetition. The former one is to be repeated in Chinese , and the latter one is a simple English interpretation of the repeated utterance.

For example,

Teacher: How Many Animals do you know? In Chinese,how many animals do you know generally means ni zhi dao duo shao dong wu?

Or

Teacher:what's the meaning of pretty? pretty,uh,pleasing by delicacy or Grace.'

Teachers usually explain the concept of certain knowledge by using interpretive repetition,in this paragraph,she explained the definition of 'how many animals do you know?'and 'pretty'.

C. a contrastive study of Class 1 and Class 3 in English class 's discourse repetition

Table 1. A contrastive study of Class 1 and Class 3 in English class's discourse repetition

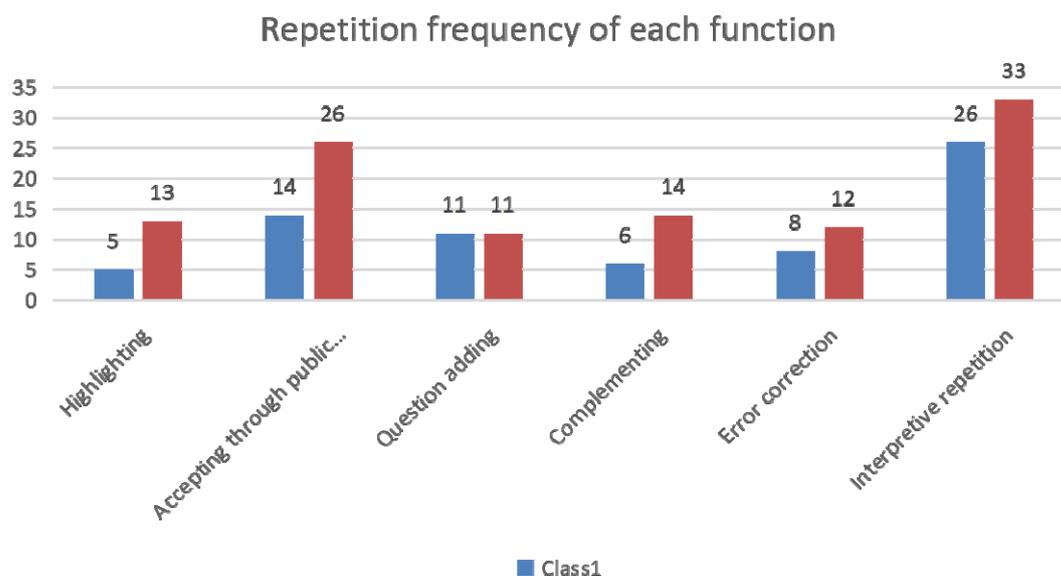| Functions of repetition	The total frequency of class1 and class3	Proportion (total amount: 179)
Highlighting	18	10.06%
Accepting anwsers through public notice	40	22.35%
Question adding	22	12.29%
complementing	20	11.17%
Error correction	20	11.17%
Interpretive repetition	59	32.96%

Figure 3. Repetition frequency of each function

As can be seen from the diagram, in the structure of repetition, both highlighting and the interpretive repetition account for more than 12% , in which highlighting means that the teacher accepts the student's answer and repeats the answer, while the interpretive repetition occurs when teacher explain the meaning of the knowledge point, the total percentage of the two functions is 55.31% . In addition, when comparing the differences between Class 1 and Class 3, the frequency of difference between the highlighting and interpretive repetition was the largest, which was 8. This shows that with the advancement of teaching level, Teachers' been working to develop an interactive and communicative learning environment.As students' participation in the class increases, their better performance may directly affects the feedback of learning results.In addition, the researcher also analyzes the communicative nature of language to explore the function of teacher's repeated discourse in English classroom. The researchers found that teachers make more use of the various functions of repetition structure to enhance interactive understanding and to advance teaching progress. Since these students are second language learners and their language ability is limited, there may be information gap between students and teachers in the process of knowledge expression. Under this circumstances, the teacher uses the complementing repetition function to eliminate the information gap, and uses the repetition function to inspire the students to express their opinions in class as many as possible.

5. Conclusion

A. In English teaching, teacher's teaching repetition is a common language phenomenon, and the repetition accounts for a large proportion of the classroom. In the classroom, the teacher's repetition may be intentional or unintentional. Intentional repetition is generally positive, and it is an important mean to realize the validity of language input. . Proper repetition of discourse is beneficial to the improvement of students' listening efficiency and language development, as well as to the improvement of teachers' teaching effect.Therefore, in English teaching, it is necessary to explore the principle of repeated use of discourse on the basis of understanding its positive significance, so as to improve the effectiveness of its practical use.However, due to the differences in language habits of different teachers, there are some inappropriate repetition.
B. Facing up to teachers' inappropriate repetition of words

Teacher's inappropriate words repetition will lead to confusion of teacher's expression, which can not express the teaching content clearly and logically. Thus delays the teaching time, affects the teacher teaching level and the teaching effect. Therefore, in English classroom teaching, teachers should face up to inappropriate speech repetition, optimize their own speech, make it more accurate and standardized. Moreover,providing students with correct second language input information are necessary for the purpose of promoting students' second language acquisition and classroom teaching effect.Therefore, in English classroom teaching, teachers should use appropriate repetition of discourse, face up to improper repetition of discourse, standardize and optimize the use of repetition of discourse, which can improve the subject of teacher repetition of discourse academically and practically. Thus this can improve the teaching level and the teaching effect and promote the student language development ability.

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