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## Teachers' Attitude Resources in Translation Teaching from the Perspective of Appraisal Theory

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**ABSTRACT:** *Teacher discourse was rich in attitude resources and were able to facilitate the process of teacher-student interaction. This study is to determine the teachers' attitude resources in translation teaching from the perspective of appraisal theory by conducting observations of the 16 winners of the 12<sup>th</sup> SFLEP (Shanghai Foreign Language Education Press) National Foreign Language Teaching Contest (Translation Major Group), transcribing their teaching videos into a written text corpus, and then exploring how these teachers use teacher discourse to organize and implement instruction, with an aim to reveal some implications for translation teaching.*

**KEYWORDS:** attitude resources, teacher discourse, appraisal theory, teacher-student interaction

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### INTRODUCTION

Of all factors that may influence language teaching and learning, teacher discourse plays a considerably important role because the words used by teachers are both the source of student language input and the media of teachers' teaching implementation, that is to say, teacher discourse has dual function of both an important way of language input and an instructional tool of teaching activities. Therefore, it is extremely important to study teacher discourse in language teaching classes.

As China becomes more internationalized, China have witnessed a boom of English learning and much more emphasis has been put on English education in all stages of schooling, intending to promote student' English competence. As it happens, however, due to the lack of English-speaking context, language teaching classroom is the main situation where most Chinese students may be exposed to English learning. Classroom evaluations are manifested in interactions between teachers and students during which teacher discourse plays a significant part as it serves as an important connection node for teachers and students and is crucial to the development of students' language competence, especially in the process of foreign language learning and acquisition. Consequently, it

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is necessary to effectively improve classroom teaching effect, and priority should be given to the related research.

### **Definitions of Appraisal Theory**

Appraisal theory refers to a new branch and a novel development of Systemic Functional Linguistics, and it expanded on the conventional study of interpersonal meaning. It is concerned with how speakers establish their attitude stance in discourse, revealing the speakers' different ways of emotive feelings, to construct textual personas and to arrange interpersonal positions and relationships.

### **Definitions of Attitude Resource**

Attitude resource, the central part of the appraisal theory, can be divided into three sub-systems, namely, affect, judgment and appreciation. Attitude is the starting point of this study and it is about different kinds of attitudes that speakers convey towards participants, such as people, things happening or situations.

### **Definitions of Teacher Discourse**

Teacher discourse refers to the language teachers use in the classroom to organize and conduct in classroom instruction, as well as intervening resources such as greetings, teaching phrases, teachers' questioning, and feedback that teachers use in the process of imparting knowledge and organizing teaching activities, which generally refers to all to communicate with students, organize classroom activities, express emotions, and pass on knowledge.

### **Research Questions**

This paper attempts to determine the teachers' attitude resources in translation teaching discourse from the perspective of appraisal theory. Specifically, it seeks to answer the following questions:(1) What are the amount and distribution of the functional features of the teacher discourse in translation class? (2) What attitude resources are presented in translation teaching? (3) How are they distributed in translation class? Further explain the process? (4) How do attitude resources negotiate meaning effectively and facilitate teacher-student interaction in translation class?

## **LITERATURE REVIEW**

### **Studies on Teacher Discourse**

It is believed that studies on teacher discourse began in the 1950s when western linguists and scholars have carried out systematic and in-depth observation and research on second language classroom teaching, which have offered theoretical and methodological guidance for EFL (English as a Foreign Language) teachers' teaching and research. After that, relevant research on teacher discourse has been on the rise. Since the 1970s, the study of teacher discourse has become an interdisciplinary field, including anthropology, pragmatics and sociolinguistics. It is the most notable that Sinclair & Coulthard (1975) introduced the Initiation-Response-Feedback model in teacher discourse, which is considered the most important discovery in teaching and widely applied in classroom research. By the 1980s, besides the type of teacher discourse, researchers started to conduct empirical studies, with more attention paid to the functional features of teacher discourse. In the late 1980s and early 1990s, research on teacher discourse covered nearly all aspects of the classroom teaching process, mainly

focusing on the amount of teacher discourse, teachers' questioning, classroom interaction, and teachers' feedback. Since the 1990s, researches on teacher discourse abroad has been further deepened and broadened. In the 21<sup>st</sup> century, foreign scholars have made more hierarchical and dimensional analysis of teacher discourse from the perspectives of pedagogy, psychology, second language acquisition etc., and they also emphasize the research on teacher discourse in the context of classroom teaching. In recent five years, more foreign researchers began to use teacher discourse analysis to study various phenomena in classroom.

It was not until the 1990s that Chinese scholars began to study classroom teaching language. The research on teacher discourse in China originated from Zhao Xiaohong (1998), who made a preliminary exploration on the quality, quantity, questioning, feedback of teacher discourse on the basis of quantitative data statistics. It needs to be mentioned that Wang Yinquan (1999) formally introduced the research topic of teacher discourse. Many Chinese scholars have studied teacher discourse from different theoretical perspective and achieved fruitful results, including the framework of Social Constructivist Theory, SETT Model of teacher discourse evaluation, Theory of External Discourse System, and Multi-modal Discourse Analysis Theory. In addition, many scholars conducted case studies to explore empirical research on teacher discourse in high quality courses and then discussed how these resources can be applied to build harmonious teacher-student relationship in classroom. And with the further development of theoretical and empirical research on teacher discourse, researchers have begun to focus on the comparative study of teacher discourse from different perspectives. Also, some Chinese scholars pay particular attention to teacher discourse in different learning stages. There are still other scholars who concentrate more on teacher discourse in different subjects and classes.

To sum up, studies on teacher discourse abroad started at an early stage and provided a theoretical basis for the relevant research. Drawing on the theories and research models from abroad, relevant study, although started relatively late in China, has gradually intensified and some research results have been achieved.

### **Studies on the Application of Appraisal Theory in Teacher Discourse**

As an extension of interpersonal meaning in Halliday's Systemic Functional Linguistics, appraisal theory provides an efficient tool for discourse analysis, among which teacher discourse has become one of the hottest fields. Since the 21<sup>st</sup> century, the focus on teacher discourse has shifted primarily to qualitative research, to research the effectiveness of teacher discourse.

In China, Wang Zhenhua (2001) was the first to introduce the background knowledge of appraisal theory, the framework, and its operation. The earliest article on teacher discourse from the perspective of appraisal system in China is published by Zhang Zhidong (2018), who pointed out that previous studies were basically limited to the analysis and description of teacher discourse phenomena in actual classes, without considering the influence of the teacher discourse with more permeable emotional factors on teacher-student interaction and classroom development, and ignoring the influence of teacher discourse with interpersonal functions on students' language acquisition. By using the attitude system under the framework of appraisal theory as an analytical tool, researchers can explore how teachers could properly grasp their role as organizers in English teaching and make full use of resources in language, which provides a new perspective for the subsequent research of

scholars. After that, many Chinese scholars and researchers began to pay attention to teacher speaking in English classrooms at the turn of the 20<sup>th</sup> century. Related researches in China mainly focused on empirical research. There are also some studies from the perspective of contrastive research, aiming at providing some suggestions for novice teachers.

To sum up, foreign research on the application of appraisal theory in teacher discourse has been conducted earlier with characteristics of a broader range of research aspects. What's more, the research perspectives shift from quantity to the quality of teacher discourse and the research subjects have gradually shifted from university to primary and secondary schools. Most domestic researches on application of appraisal theory in foreign language teaching are not sufficient and previous studies are mainly about listening, speaking, reading, and writing courses, and lack in-depth research on translation teaching and the research carried out from the perspective of teachers in translation teaching is even rarer, which gives rise to this study.

## RESEARCH METHODS

In order to investigate the functional characteristics of teacher discourse and the distribution of attitude resources of the 16 teachers, this study uses a combination of quantitative and qualitative research methods and tools as follows.

### Classroom Observation

With the method of classroom observation, this study collects data from classroom videos directly or indirectly with senses and relevant tools, conducts responding analysis and research based on the data, and further analyze the corpus for the experiment.

### Interview

Based on the relevant literature and the real teaching situation, the study designed an interview outline (See Appendix A) in advance with strict accordance with the framework (See Table 1), which was undertaken in Chinese in a relaxing atmosphere, so as to encourage the teachers to express their real thoughts. With their permission, the study recorded the interview (See Appendix B) and then transcribed them into text for further analysis, as a supplement to the quantitative research results.

Research Contents and Dimensions		Items
	Understanding of Teacher Discourse	1
	The Amount of Teacher Talk	2
Open Questions	Teacher Questioning	3/4/5
	Interactive Adjustment	6
	Teacher Feedback	7

Table 1: Framework of Interview

## Questionnaire

Considering that the 16 sample classroom observation is relatively small, which may have a certain degree of contingency, this study also uses questionnaire as an auxiliary research tool. The content of the questionnaire combines the questionnaire designed by scholars such as Zhou Xing and Zhou Yun (2022), and some questions are modified and adjusted according to the actual needs of this study (Appendix C). The questionnaire consists of 18 items, including 17 closed questions and one open question (See Table 2).

Research Contents and Dimensions		Items
Closed Questions	The Amount of Teacher Discourse	1/2/3
	Teachers' Questions	4/5/6/7/8/9
	Teachers' Feedback	10/11
	Interactive Adjustment	12/13/14/15/16/17
Open Questions	Suggestion	18

Table 2: Framework of Questionnaire

The participants are required to fill out the questionnaire with their actual experience. Totally 200 questionnaires were distributed to students, with a recovery rate of 97.5%. While conducting statistical analysis, the study compared the results of classroom observation with the results of students' questionnaire.

## Discourse Analysis

The study uses Xunfei Automatic Speech Recognition and AntConc 3.5.8 to transcribe the classroom videos selected into text corpus, and then use the specific annotation symbol (See Table 3) to analyze an annotate the corpus according to the research needs of this study and the categories of attitude resources.

Abbreviations of Corpus Annotation			
Subsystems	Abbreviations	Sub-types	Abbreviations
Affect	aff	Dis/inclination	inc
		Un/happiness	hap
		In/security	sec
		Dis/satisfaction	sat
Judgment	jud	Normality	nor
		Capacity	cap
		Tenacity	ten
		Veracity	ver
		Propriety	pro
Appreciation	app	Reaction	reac
		Composition	comp
		Valuation	val

Abbreviations of Corpus Annotations

In the annotation process, this study presents the linguistic and usage characteristics of the corpus in an intuitive and concise manner. Since the annotation of functional features and attitude resources is

very numerous and easily confused and mistaken with attitude resources, for the purpose of presenting a more concise textual corpus, the study does not annotate the functional features of teachers discourse directly on the corpus, but recorded the use of the functional features of teacher discourse in another document and finally organized it into the experimental data.

### Quantitative and Qualitative Research Methods

This study first counts the number and distribution of functional features of teacher discourse and attitude resources in general, and then further counted the number and distribution of attitude resources in functional features. Secondly, the study summarizes the function of attitude resources in promoting teacher-student interaction by qualitatively analyzing and exploring the attitude resources in teacher discourse.

### DISCUSSION

Based on the research questions, this study focuses on the functional features of teacher discourse in the 12<sup>th</sup> SFLEP National Foreign Language Teaching Contest (Translation Major Group) and the distributional characteristics of the attitude resources in teacher discourse and the interpersonal meanings they embody, presenting the collected data, their results and analysis.

### Distribution of Functional Features in Teacher Discourse

#### Amount of the Teacher Discourse

The study focuses on the quantity of teacher discourse in 16 translation teaching demonstration lessons, analyzing and exploring the quantity of discourse of the 16 teachers (See Table 4).

Teacher	Total	Teacher Discourse Time	Student Talk Time	Other Activities <sup>3</sup>
T1	19m50s	7mins36s	2mins53s	9mins21s
T2	18m53s	8mins31s	3mins15s	7mins07s
T3	19m54s	9mins44s	2mins53s	7mins17s
T4	19m58s	9mins39s	3mins53s	6mins26s
T5 <sup>4</sup>	21m58s	11mins47s	4mins21s	4mins50s
T6	19m58s	8mins57s	3mins26s	7mins35s
T7	19m36s	8mins37s	3mins15s	7min44s
T8	19m53s	9mins29s	3mins18s	7min06s
T9	19m48s	8mins25s	2mins45s	8min38s
T10	19m40s	7mins21s	2mins44s	9min35s
T11	19m20s	7mins35s	2mins34s	9min11s
T12	19m18s	8mins18s	2mins25s	8min35s
T13	19m05s	7mins28s	3mins20s	8min17s
T14	19m10s	7mins16s	3mins28s	8min26s
T15	19m18s	8mins25s	2mins19s	8min34s
T16	19m21s	7mins16s	3mins08s	8min57s
Average	19m41s	8m32s	3min07s	7min55s

Table 4: Amount of the Teacher Discourse

<sup>3</sup> Other activities refer to reading articles, watching videos, group discussion, preparation of group tasks, etc.

<sup>4</sup> The length of a lesson in the 12<sup>th</sup> SFLEP National Foreign Language Teaching Contest is 20 minutes. In fact, some teachers' classroom time may exceed 20 minutes.



As the table shows, the length of teacher discourse greatly exceeded the length of student talk. Only one teacher's discourse length exceeded half of the total classroom length, while the other teachers' discourse length were all less than half of the total classroom length, which indicates that most of the teachers focused on allocating time properly and organizing as many class activities as possible, enabling students to participate fully in classroom activities. The average talk duration for 16 teachers was 8 minutes 32 seconds, with 6 teachers having longer talk than the average and the remaining three having shorter talk. The observation revealed that the teacher spent more time talking in class (the average duration of teacher talk was about 40% of the class duration), which was mainly used to organize class activities and guide student' thinking and answering, etc. Although the total duration of students answering questions individually (about 15% of the class time) was also not much, students had more time to participate in other activities, say group or peer discussion, which also allowed students to adequately communicate and practice English with others. This suggests that due to changes in instructional design and teaching philosophy, the amount of teacher discourse varies. According to the findings of Zhou Xing and Zhou Yun (2022), the percentage of teacher discourse in this study has not yet reached 45%, and the classes are more student-centered and appreciate students' subjectivity in the classroom than usual.

Nunan (1991) stated that teachers should ensure that students have enough opportunities and time in the classroom to use the target language as well as to present themselves, while trying to avoid a teacher-driven approach to classroom instruction. Teachers emphasized on engagement with students throughout instruction, which provided valuable possibilities for students' language output.

### **Types of Questions**

Teachers' questions can be divided into display questions and referential questions. Display questions, usually with one correct answer, are designed to test students' knowledge and require students to recall and provide knowledge-based information, and the questions are irreplaceable in class-teaching because they provide students with opportunities not only for language input, but also for answering questions and achieving student-teacher interaction. By contrast, referential questions are designed to obtain information, which require evaluation, judgment, and explanation, and they usually do not have a fixed answer, forcing students to come up with new ideas to respond. 4

	Total		Display Questions		Referential Questions	
	N	%	N	%	N	%
T1-T16	421		352	83.61%	69	16.39%
T1	27		22	81.48%	5	18.52%
T2	32		27	84.38%	5	15.63%
T3	24		19	79.17%	5	20.83%
T4	30		27	90.00%	3	10.00%
T5	35		31	88.57%	4	11.43%
T6	23		18	78.26%	5	21.74%
T7	21		18	85.71%	3	14.29%
T8	38		32	84.21%	6	15.79%
T9	20		17	85.00%	3	15.00%
T10	23		19	82.61%	4	17.39%
T11	18		15	83.33%	3	16.67%
T12	25		22	88.00%	3	12.00%
T13	19		16	84.21%	3	15.79%
T14	25		19	76.00%	6	24.00%
T15	28		23	82.14%	5	17.86%
T16	33		27	81.82%	6	18.18%

Table 5: Types of Questions of the Teacher Discourse

In this study (See Table 5), the 16 teachers raised a total of 421 questions, with 83.61% being display questions and only 16.39% being referential questions, showing that the teachers asked considerably more display questions than referential questions because teachers aim to give students more chances to respond to questions. Translation teaching teachers must provide additional opportunity and time for students to voice their ideas and opinions as the number of referential questions increases. In addition, referential questions are more conducive to a situation where students can think actively and express themselves fully by using the translation skills they have learned. What's more, due to time constraint and a lack of familiarity with students, teachers in the contest usually use more display questions to improve classroom interaction, with a aim to quickly break the unfamiliarity, reduce students' psychological pressure, and enter the classroom learning state as soon as possible.

### Types of Feedback

Li Hang (2022) classified teacher feedback into three types, namely single, mixed and diverse feedback. Among them, single feedback refers to teachers' simple repetition or affirmation of students' responses, such as "ok", "thank you", "yes"; the use of repetition and praise, repetition and evaluation, praise and evaluation, and repetition and affirmation is known as mixed feedback; and diverse feedback refers to teachers' repetition, praise, and evaluation of students' responses at the same time. To provide effective feedback, teachers need to carefully design and choose the most effective way to achieve the intention of making words into behaviors.



	Total		Single		Mixed		Diverse	
	N	%	N	%	N	%	N	%
Positive Feedback	458		52	11.35	390	85.15	16	3.49

Table 6: Positive Feedback of the Teacher Discourse

Based on Table 6, it can be seen that 16 teachers gave a total of 458 feedback sessions, with the highest percentage of mixed feedback at 85.15%, followed by single feedback taking up 11.35% and diverse feedback occupying 3.49%. It is easy to see that teachers prefer to use mixed evaluation when giving feedback, and less often use single and diverse feedback. For simple questions, teachers usually use single feedback. For questions that required students to think and find answers, teachers generally used a mixture of four types of feedback: repeat and affirm, repeat and praise, repeat and evaluate, and praise and evaluate.

	Total		Direct Correction		Indirect Correction	
	N	%	N	%	N	%
Negative Feedback	31		22	70.97	9	29.03

Table 7: Negative Feedback of the Teacher Discourse

Direct feedback means that the teacher corrects the student's error directly by giving correct answer directly, while indirect correction means that the teacher alerts the student to the error and corrects it by using voice, tone, or raising the volume. In the above table (See Table 7), all teachers tended to employ more direct feedback and less indirect input, and they made a total of 31 corrections, with direct corrections accounting for the most (70.97%) and indirect corrections accounting for the least (29.03%).

Richards (2018) argued that corrective feedback can be used to attract learners' attention. If teachers' verbal input lacks direct or frequent corrective feedback, learners will not be able to detect the difference between their mediated language and the target language, and may be petrified. In indirect correction, teachers need high teaching quality and ability, and students also have a considerable knowledge base or thinking level to realize their mistakes in time.

Table 6 and Table 7 show that all 16 teachers did not use negative feedback much, with more direct corrections than indirect corrections, indicating that teachers prioritized the use of positive feedback when giving feedback, and that they gave negative feedback only when students make errors in grammar, phonology or tense.

### Interactional Adjustment

Long's interaction hypothesis (2019) emphasized the importance of meaning negotiation in language learning process, with the three most important types being comprehension checks, confirmation checks, and clarification requests. During interactions in second language courses, communication and comprehension obstacles frequently occur because of the asymmetry in power, status, and information between teachers and students. When difficulties in communication arises, the teacher needs to

negotiate with the students to make both parties understand each other's speech, so that the classroom interaction can proceed smoothly.

Total	Comprehensive Checks		Confirmation Checks		Clarification Requests	
N	N	%	N	%	N	%
159	39	24.53	71	44.65	49	30.82

Table 8: Meaning Negotiation of the Teacher Discourse

In Table 8, the teachers were dealing with college students majoring in translation with a relatively good foundation of basic knowledge and translation techniques, so they used confirmation checks most often after students finished their responses. According to Table 8, the 16 teachers used a total of 159 meaning negotiation, while the highest number of confirmation checks was 44.65%, followed by clarification requests with 30.82% and comprehension checks with 24.53% respectively.

In this study, most teachers' discourse duration was less than half of the total duration, showing that teachers were enthusiastic about creating student-center atmosphere and encouraging students get more involved in classroom interaction and self-expression. Teachers also used a large number of referential questions to make students participate in classroom interactions faster and simpler. During the interaction, teachers usually used mixed feedback for evaluation, followed by single feedback and diverse feedback. And when barriers to teacher-student interaction emerged, the teacher usually led meaningful negotiation to smooth the dialogue between teachers and students by using comprehension checks, confirmation checks and clarification requests.

### Distribution of Attitude Resources in Teacher Discourse

This study transcribed the classroom videos into a written text corpus, then labeled and classified the affect, judgment, and appreciation resources in the corpus under the guidance of the three subsystems of the attitude system of appraisal theory, while distinguishing whether these attitude resources were positive or negative and judging their characteristics.

As shown in the table (See Table 9), all 16 teachers' discourse are rich in attitude resources, which appeared 653 times, with appreciation resources appearing most frequently (45.18%), followed by affect resources (25.57%) and judgment resources (24.40%). Furthermore, there was a big difference in the distribution of positive and negative attitude resources. The positive attitude resources appeared 621 times, while the negative one only appeared 32 times, showing that all 16 teachers tended to encourage and praised students without too much direct negativity and criticism.

	Total Number of Attitude Resources		Affect		Judgement		Appreciation	
	N	%	N	%	N	%	N	%
Positive	621	95.1	167	25.57	159	24.40	295	45.18
Negative	32	4.9	11	1.68	8	1.23	13	1.99
Total	653	100	178	27.25	167	25.63	308	47.17

Table 9: General Distribution of Attitude Resources

**Specific Distribution of Attitude Resources in Teacher Discourse**

**Affect.** Compared to judgement resources and appreciation resources, affect resources was limited but particularly important. Affect was subdivided into four sub-types: dis/inclination, un/happiness, in/security, and dis/satisfaction. From Table 10, it can be seen there were 167 positive affect resources (93.82%) and only 11 negative affect resources (6.18%), indicating that teachers expect students to express positive feelings and emotions. As shown in the table, there are 131 dis/inclination out of 178 attitude resources, with a percentage of 73.60%, and un/happiness occupies the second-highest proportion of affect resources at 10.67%, within which 19 resources were positive and only 1 was negative. Among the distribution of affect resources, in/security ranked the third with 24 resources, and 15 of them are positive resources, with a percentage of 7.94%. There are only 3 dis/satisfaction, occupying 1.68% of the affect resources, of which 2 are positive and 1 are negative.

	Total Number of Affect Resources		Dis/inclination		Un/happiness		In/security		Dis/satisfaction	
	N	%	N	%	N	%	N	%	N	%
Positive	167	93.82	131	73.60	19	10.67	15	8.43	2	1.12
Negative	11	6.18	0	0	1	0.56	9	5.05	1	0.56
Total	178	100	131	73.60	20	11.23	24	13.4	3	1.68

Table 10: Distribution of Affect Resources

**Judgement.** Judgment refers to the evaluation of people's abilities and behaviors, including two categories, namely social esteem and social sanction. Judgments can be subdivided into five sub-types: normality, capacity, tenacity, veracity, and propriety. According to Table 11, there were 167 words or phrases expressing teachers' judgments in the study. Compared to the other two resources, the judgment resources was less than the appreciation resources and the affect resources. There were 159 positive affect resources taking up 95.21% and only 8 negative judgment resources accounting for 4.79%, indicating that the 16 teachers preferred positive resources to evaluate students' behavioral norms. Normality has only 8 positive judgment resources; capacity has 124 positive resources and only 2 negative resources; tenacity has only 4 resources and without negative ones; veracity has only 3 positive resources and without negative ones; and propriety has 27 resources and of which 7 resources are negative.

	Total Number of Judgement Resources		Normality		Capacity		Tenacity		Veracity		Propriety	
	N	%	N	%	N	%	N	%	N	%	N	%
Positive	159	95.2	8	4.79	124	74.2	4	2.4	3	1.8	20	11.9
Negative	8	4.79	0	0	1	0.6	0	0	0	0	7	4.19
Total	167	100	8	4.79	125	74.8	4	2.4	3	1.8	27	16.1

Table 11: Distribution of Judgement Resources

**Appreciation.** Similar to the affect and judgment resources, appreciation has 93.65% of positive resources, much more than the negative ones, indicating that teachers prefer to evaluate students with positive appreciation resources. Appreciation consists of reaction, composition, and valuation. As can be seen from Table 12, reaction occurs 248 times in the corpus under study, with 244 positive and only 4 negative ones. In this study, the 16 teachers' composition resources appeared 35 times, accounting for 11.36% of all appreciation resources, with 28 positive ones and 7 negative ones. And valuation has the least number of occurrences, with only 8.12%.

	Total Number of Appreciation Resources		Reaction		Composition		Valuation	
	N	%	N	%	N	%	N	%
Positive	295	95.78	244	79.22	28	9.09	23	7.47
Negative	13	4.22	4	1.3	7	2.27	2	0.65
Total	308	100	248	80.52	35	11.36	25	8.12

Table 12: Distribution of Appreciation Resources

### Distribution of Attitude Resources in Functional Features

Hu Xuewen (2023) pointed out that there are four functional features of teacher discourse, namely the amount of teacher discourse, questioning, interactional adjustment, and feedback. This study conducts a detailed analysis to summarize different types and distribution, aiming to generalize the use and characteristics of attitude resources in the functional features.

**Teachers' Questioning.** Questioning is a teaching method that allows teachers to generate problematic circumstances in the classroom while simultaneously guide students to think actively and purposefully. As seen in Table 13, teachers' questions included 91 attitude resources, with 93.41% being positive and only 6.59% being negative. This demonstrates that in all the 16 teachers' questions, they frequently use positive attitude resources. The most common attitude resources were judgment, accounting for 51.64%, followed by affect and appreciation, which accounted for 25.28% and 20.88% respectively.

	Total Number of Attitude Resources		Affect		Judgement		Appreciation	
	N	%	N	%	N	%	N	%
Positive	85	93.41	22	24.18	47	51.64	16	17.58
Negative	6	6.59	1	1.1	2	2.2	3	3.3
Total	91	100	23	25.28	49	53.84	19	20.88

Table 13: Distribution of Attitude Resources in Teachers' Questioning

It is known that teachers' self-expressed feelings towards persons and items in the teaching process are affect resources in teacher discourse, and they have a direct or indirect impact on students' emotions. Affect resources occurred less frequently in instructors' questions in this study, and they were split into three categories: "like/dislike something", "want to do something", and "be happy/sad about something", as found in the following examples.

Ex. 1 Which one do you like best? (T2)

Ex. 2 Who'd like [aff:+inc] to answer this question? (T7)

By asking students such questions, teachers could increase students' enthusiasm and allow them to integrate and get familiar with the teaching content as quickly as possible, resulting in more emotional resonance. In this study, all of the 16 teachers used a lot of expectation phrases in their teacher discourse. When teachers have high expectations for their students, students will try their hardest to meet the goals, resulting in a more peaceful classroom environment.

In teachers' discourse, judgment resources are mostly used to judge students' ability, level, character or quality, etc. and they are used in the following three types of interrogatives: "can/could ... do something", "what can/can't ... do", "what should/need ... do", as shown in the following examples.

Ex. 3 Can [jud:+cap] the target listeners understand? (T3)

Ex. 4 So could [jud:+cap] you just tell me "what are the cultural barriers?". (T7)

In Ex. 3, the teacher asked students whether the target listeners can understand what the interpreter say, so that lead students to establish the awareness of using cohesive devices. In Ex. 4, the teacher uses the euphemism "could you" to determine how well the students have understood the duty and responsibility for the interpreters and what they are supposed to do. All of these judgment resources allow teachers to introduce topics and make initial judgments about students' abilities and knowledge more quickly.

Appreciation resources mainly refer to evaluations and judgments about students, content and classroom environment, including positive evaluations and negative feedback. Appreciation resources were least used in teachers' questions and were mainly used to evaluate the teaching content. Among them, negative appreciation resources were used the most in all questioning, as shown in the following examples.

Ex. 5 Which one do you think it's difficult [app:-comp] to follow? (T8)

Ex. 6 Do you think the rhyme in advertising translation is useless [app:-val]? (T8)

In Ex. 5, the teacher asked questions to provoke students to think about whether it is difficult to persist in translating the slogan, and then led them to think about how they can better translate the trademarks into target language and master the translation skill. In Ex. 6, the teacher further encouraged the students to discuss their own translation submitted on Xue Xitong APP and what their reasons are for voting the best one they like, both to provoke their critical thinking about the facts they need to take into consideration when translate trademarks and slogans.

**Teachers' feedback.** Teachers' feedback is another important role in teachers' discourse and it can be helpful to mutual understanding between both sides of the conversation, to correct learners' errors, and to facilitate the students to learn.

	Total Number of Attitude Resources		Affect		Judgement		Appreciation	
	N	%	N	%	N	%	N	%
Positive	273	96.13	26	9.15	61	21.48	186	65.50
Negative	11	3.87	1	0.35	8	2.82	2	0.70
Total	284	100	27	9.50	69	24.30	188	66.20

Table 14: Distribution of Attitude Resources in Teachers' Feedback

As Table 14 shows, there were 284 attitude resources in teachers' feedback, with 96.83% being positive attitude resources. Among the three subsystems, appreciation resources accounted for the largest proportion, 65.50%, followed by judgment resources and affective resources, showing that when these teachers give comments, they primarily evaluate or praise students' reactions, performance, and teaching content, and convey their own emotions and opinions about students' abilities less frequently.

Affect resources in teachers' feedback can be divided into three categories: "like/dislike something" or "be happy/sad about something", and "want/would like to do something". By relaying the emotions of others or expressing their own emotions directly, the teacher sublimates the teaching content to enhance the students' emotional judgment and appreciation of things, as shown in the following examples.

Ex. 7 Yes. I like [aff:+inc] this idea. (T5)

Ex. 8 Some questions are improper for foreigners, right? (Class 6-26)

In this study, "like/dislike something" or "be happy/sad about something" were mainly realized by the verb "like" or other tense verbs and emotion words, such as "be happy/sad". In contrast, "want/would like to do something" is mostly realized by some phrases such as "want to do", "be going to" and "would like to". These expressions showed the emotions and tendencies of teachers and students.

The judgment resources in teachers' feedback, mainly from two perspectives of social norms and legal ethics, were mainly used to evaluate students' ability, normality of doing things and teaching contents. There were three main categories: "can/can't do something", "should/shouldn't do something", and "all students answered/read aloud together". The following are specific excerpts.

Ex. 9 Yes, we can [jud:+cap] use an equivalent. (T1)

Ex.10 Let's try to think how many chunks an average human can hold in working memory? Together. Nine. (T6)

Teachers mainly used "can/can't", "should/shouldn't", "need" and "be able" to evaluate students' ability to do things and the regularity of doing things, as shown in Ex. 9. After getting a good grasp of the class's learning level, teachers usually use "all students answered/read aloud together" to let all students answer collectively, which is also a comprehensive judgment of all students' ability.



In addition to providing feedback to students, teachers also provide a good or negative evaluation of the topic, surroundings, and social phenomena. In this study, all teachers used a large number of positive appreciation resources to evaluate students' responses, and the content of instruction. Among them, students' responses were evaluated mainly through short evaluation words such as "(very) good", "great", "excellent", "perfect", "wonderful", "good job", "well done", "right", "correct", etc., while the evaluation of the instructional content was also mostly adjectives such as easy and difficult. Students' behavioral performance, ability level, and attitude and emotions are all eager to receive positive affirmation and praise, and at the same time make their value reflected and recognized in the group, so the appreciation resources in the teachers' feedback are mostly positive and affirmative adjectives.

**Negotiation of Meaning.** Long (1983) proposed the interaction hypothesis, emphasizing the role of meaning negotiation in facilitating language acquisition, stating that when native speakers speak to second language learners, communication difficulties are frequently resolved through interactional adjustment, comprehension checks, confirmation checks, and clarification requests are the three most common types.

	Total Number of Attitude Resources		Affect		Judgement		Appreciation	
	N	%	N	%	N	%	N	%
Positive	51	96.23	10	18.87	26	49.06	15	28.30
Negative	2	3.37	1	1.89	1	1.89	0	0
Total	53	100	11	20.76	27	50.94	15	28.30

Table 15: Distribution of Attitude Resources in Negotiation of Meaning

As shown here, only 53 attitude resources were used by the teachers in their meaning negotiation process, with 96.23% of them being positive and 3.37% being negative. The most common were judgement resources which accounted for 49.06%, and then the appreciation resources and then affective resources, which accounted for 28.30% and 18.87% respectively. When teachers used comprehension checks, they usually used some simple questions, such as "OK?", "are you clear?" or simply "clear?", to ask students whether they understand the teacher's question and intention. When confirming comprehension, it is common to repeat the student's answer firstly and followed by "right?" to ask if the teacher's understanding and expression match with that of the students. In order to get students to elaborate further or to provide them with more information, teachers usually use "is that all?", "is that right?" or other rhetorical questions, aiming to expect students to provide more valid information. From the perspective of attitude resources, the teachers' negotiation of meaning generally restates the students' response and contains more or less attitude resources, such as emotional resources like "be happy", "be going", "want/would like" etc., judgment resources such as "can/can't", "should/shouldn't", some adverbs and some adverbs "really", "usually", "normally", "actually", some adjectives such as "strong" or "clever", etc., appreciation resources such as "clear" or "right", etc..

### **Functions of Attitude Resources in Teacher-Student Interaction**

It is known that the informative function of the communicative process is well known as one of the most basic functions of language. Likewise, when it comes to the effective teacher-student communication, the interpersonal meaning reflected in the effective interaction between them, so teachers' discourse play an important role in the process of teacher-student interaction. As the core of the evaluation system, the attitude system refers to the language user's attitude toward the object of description (person, event, or thing) and it is related to the person's feelings. It is divided into three parts: affect, judgment, and appreciation. To explore the functions of the attitude resources in teacher discourse, this study discusses the role and significance of attitude resources in teacher-student interaction, and analyzes with specific examples its functions of promoting teacher-student interaction and strengthening interpersonal relationships.

**Reduce Anxiety to Create a Safe Environment.** In the demonstration classes, the teacher and the students were meeting for the first time, and there was more or less nervousness and anxiety between them. What's more, when students encountered difficult questions, they tended to be too shy to answer. In this case, if the teacher can make efforts to communicate with the students with relaxing and pleasant words, it will definitely reduce the students' nervousness, create a relaxing teaching atmosphere, and promote the teaching process go smoothly, as shown in the following examples.

Ex. 11 It doesn't matter [aff:+sec]. Just think about why the American rejected it? To show what cultural barrier? (T7)

With "not" added to "matter", the teacher conveys a positive security resource when the student was not sure if her answer was correct and looked unsure of herself. Given this case, the teacher gave the student some hints and encouraged her to express her opinion again without worrying about whether the answer is correct or not. In this scenario, the teacher was attempting to lessen the student' fear and anxiety, as well as the interpersonal distance between them. The example demonstrated the role of attitude resources in teacher discourse in reducing the students' anxiety and creating a relaxed and enjoyable learning environment.

**Create Situational Context to Motivate Learning.** It is teachers who bear the responsibility to guide the students into the learning process in various ways, to stimulate their curiosity and enthusiasm for learning in order to advance the teaching process smoothly. For example, with videos, photos, preview work on autonomous-learning APPs, teachers can stimulate students' prior experiences and allow them to quickly understand the topic of the lesson and stay motivated to learn. The following example demonstrates how a teacher actively creating a teaching situation to stimulate students' interest in learning.

Ex. 12 So now, everybody, first let's [aff:+inc] watch a video clip of a contestant in an interpreting contest. Please watch carefully [jud:+cap] and pay particular attention to her para-language. (T12)

By showing the video first and allowing students to watch it with a specific question, the teacher effectively kept the students focused on the question and allow them to gain more information through the video and have smoother language output and interaction in the Q&A session later. From the example, it can be illustrated that the attitude resources successfully helped created teaching situation as well as emotional community, facilitated smooth teacher-student interaction, and stimulated the students' interest to learn by inspiring their curiosity and understanding of the teaching content.

**Express Affirmation to Maintain Enthusiasm.** In the process of the teacher-student interaction, the teachers are supposed to provide objective feedback and personalized evaluation, which would help the students check their performance about how well they have mastered the knowledge, gain a sense of recognition and value in front of their classmates, and continue to stay motivated to learn.

Ex. 13 Now, I think all of you really did a good [app:+reac] job, I will [aff:+inc] give you some surprise . (T11)

Ex. 14 So far you have already given me very useful [app:+reac] suggestions, like to explain to both sides in a cross-cultural communication, find out a result both sides can well accept, etc. (T14)

The above are good examples about positive reaction resources, with “good” and “useful” being positive feedback to the students’ responses. In Ex. 13, the teacher praised the students’ behavior after the group completed the task perfectly and then gave them a small surprise. In Ex. 14, the teacher asked the students for their suggestions about how to overcome the cultural barriers in interpreting, and after the group discussion and role play on the stage, the teacher gave positive recognition to encourage them to keep exercising.

As demonstrated here, positive teacher affirmation and encouragement really helped students to check their own abilities and performance, giving students a sense of collective identity and maintaining their intrinsic motivation and enthusiasm for learning and interaction.

**Render Feelings to Achieve Emotional Resonance.** Meanwhile, teachers can also create the same value judgment and emotional resonance with students by expressing their attitude and emotions, so that students can better appreciate that and make the teacher-student interaction smoother.

Ex. 15 We should [jud:+pro] do more [app:+comp] chunking practice. Yes or No? Very good [app:+reac]. Thank you so much. (T9)

Although there is no direct judgment or transfer of emotions in this scenario when the teacher summed up, she used “should” to express her value judgment of persevering with exercise and asked the students whether they agree with her attitude, so as to establish the correct value for students and make them aware of persevering with exercise and expanding their brain energy pool by chunking and more practice.

To sum up, affective resources help express teacher’ emotions and attitude, infect students’ emotional perceptions and value judgments with teachers’ attitude or emotions, and create a relaxed and pleasant classroom environment to make teachers and students form consistent emotional judgments. Judgment resources not only help teachers evaluate students’ character, ability, and performance in a more effective way, but also help students maintain their motivation and enthusiasm for learning by affirming and identifying them with a sense of identity and pride. Appreciation resources evaluate students’ performance and express attitude and opinions about the content, affirm students’ abilities and express attitude and emotions, and help promote efficient and lively discussions and interactions between teachers and students.

## CONCLUSION

Based on classroom observations and transcriptions of the 16 winners' recordings of the 12th SFLEP National Foreign Language Teaching Contest (Translation Major Group), this study concludes relevant implications for teacher discourse, limitations of this study and the inspirations for future research.

### Major contributions

For theoretical aspect, this study widens the research scope of appraisal theory and teacher discourse, proving the applicability of appraisal theory to teacher discourse in translation teaching, expanding the scope of teacher discourse, and offering a useful tool to examine translation-teaching classroom discourse.

For pedagogical aspect, this study offers the following implications for translation-teaching teachers. Firstly, translation-teaching teachers must recognize the significance of teacher discourse and improve the quality of teacher discourse by improving their own professional skills and designing reasonable classroom instructions, questions, and feedback. Secondly, teacher discourse in the classroom should be authentic, illuminating, and flexible. Finally, teachers should help students establish correct value judgments by using proper attitude resources to evaluate students, teaching contents, social phenomena, etc.

### Limitations

Firstly, the transcription of the 16 classes is not a large sample and the corpus is relatively limited. Secondly, although this study has certain research significance and reference significance because that the teacher discourse are from 16 winners who have successfully gone through three rounds of stage-by-stage competition in the national foreign language contest and that they represent the teaching quality and ability of the best teachers across the country, it ends up analyzing only the teacher discourse of demonstration classes other than real classes and the data obtained from this study is more or less different from those obtained from the real classes. Thirdly, some data in this study are not accurate enough. For example, although there are clear rules about the time limit, some teachers may exceed time in the demonstration lessons, but fortunately these teachers were able to grasp the time well and only slightly exceeded time, which had an impact on the experimental data but did not cause a large error. In addition, when transcribing the teaching videos into textual material, the transcription may have been biased because the microphone volume was too low or for other reasons, and the students' responses were not accurately comprehended. Moreover, when counting the amount of the teacher discourse, there were the situation where the teacher and the students spoke at the same time, which increased the difficulty of data collection and caused some errors in the experiment. Besides, although this study labeled and classified the attitude resources with reference to the definition and classification of the appraisal system, there are some subjective understanding and judgment, which may have also caused some errors in the experiment.

## Inspirations

It is suggested that future research can continue to improve and refine from the above aspects, and that comparative study can be conducted between excellent teachers and ordinary teachers as well as between demonstration classes and real classes, and that more professional corpus software can be applied. Besides, it is hoped that the research in this area will be more mature to make the research results more scientific, more reliable, and more practical. Future studies can expand the sample size to make the study more comprehensive and objective, and more convincing. Thus, more research data from real classes, preferably the same topic of the teaching content if conditions permit, could be collected in future studies, to help solve the problems exist in real classes compared to demonstration classes.

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### Appendix A: OUTLINE OF INTERVIEW

**Directions:** Please answer the following questions directly intended for you. Rest assured that all information indicated therein will be treated with utmost confidentiality and strictly used for research purposes only.

1. How do you understand teacher discourse? Is it important to students' English learning?  
\_\_\_\_\_
2. In your translation-teaching class, do you speak more or do your students say more?  
\_\_\_\_\_
3. What type of questions do you usually ask in your class? Are they display questions or referential questions?  
\_\_\_\_\_
4. In what way you raise questions in class? What are the reasons?  
\_\_\_\_\_
5. After asking questions, how much time do you usually give your students to think and organize the language?  
\_\_\_\_\_
6. What measures will you take when you have difficulty in interacting with students in class?  
\_\_\_\_\_
7. Do you usually give positive or negative feedback to the students' answers?why?  
\_\_\_\_\_

### Appendix B: EXCERPTS of INTERVIEW

**Interviewer:** Good morning Mr. Zhang, how do you understand teacher discourse? Is it important to students' English learning?

**Interviewee:** In my opinion, teacher discourse is what the teacher says in the second language teaching class. When it comes to translation teaching class, this second language is English. For sure, it is very important for students because the teacher discourse include not only teacher's discourse but also students' discourse, which, for example, plays a great role in the improvement of the whole classroom teaching quality and the improvement of students' learning effect. Teacher discourse is a kind of teaching medium as well as the main source of students' language input. For example, if a teacher gives an instruction in class, then the students can learn something from the instruction, such as words usage and grammar. Therefore, teachers discourse must be adjusted and simplified, so as to reduce students' understanding and communication difficulties.

**Interviewer:** In your translation-teaching class, do you speak more or do your students say more?

**Interviewee:** In translation-teaching class, the emphasis should be on the students practicing their translation skills and actively engaging in the process. Ideally, teacher discourse should be less than students words, giving students more opportunities to express themselves. As for me, I always try to maximize the amount of students' words in the class, make the class teaching students-centered as far as possible, and appropriately reduce the control of discourse power in class. For example, when we provide instruction, offer guidance or facilitate discussions, what we say should be concise and clear.

**Interviewer:** What type of questions do you usually ask in your class? Are they display questions or referential questions? And in what way you raise questions in class? What are the reasons?

**Interviewee:** It depends, based on the teaching situation, say, the subject matter, the teaching style and the specific learning objectives. Display questions are typically used to check students' understanding or recall of information. They are often factual and have a clear and known answer. Referential questions, on the other hand, require students to apply their understanding, analyze information, or think critically. They often have multiple possible answers or may lead to in-depth discussions. Normally, I use a combination of both display and referential questions to achieve different teaching objectives. I ask more display questions when I want to assess whether students have grasped fundamental concepts before moving on to more complex material. I ask more referential questions when I want to encourage students to explore ideas in depth or stimulate class discussions, allowing them to share their opinions.

**Interviewer:** After asking questions, how much time do you usually give your students to think and organize the language? What measures will you take when you have difficulty in interacting with students in class?

**Interviewee:** I don't have a fixed time limit for students to think and organize their thoughts, as it can vary depending on the complexity of the question and the individual's thinking process. Some students may need only a few seconds to gather their thoughts and respond, while others might require more time. It's important to be flexible and patient when working with students, allowing them the time they need to formulate their responses. If a student is struggling, I would offer guidance to help them structure their thoughts effectively, to support their learning and help them express their ideas clearly, rather than imposing rigid time constraints. When I encounter difficulties in interacting with students in class, I would take some measures to improve the situation, for example, clarify the question, provide additional information, offer alternative explanations, or pace the interaction to match the students' level of understanding.

**Interviewer:** Do you usually give positive or negative feedback to the students' answers? why?

**Interviewee:** The choice between positive or negative feedback depends on the nature of the response and the overall objective of the interaction. Normally, I give positive feedback to boost students' confidence, motivation, and sense of accomplishment. When students' response contains errors, misconceptions, or lack sufficient evidence, I would provide negative feedback, to reinforce correct or well-thought-out answers.

### **Appendix C : SURVEY QUESTIONNAIRE**

1. What is the approximate talk time of your translation class teacher in class? (single choice, “t” refers to minutes)
  - A.  $t \leq 10$
  - B.  $10 < t \leq 20$
  - C.  $20 < t \leq 30$
  - D.  $> 30$
2. What is your approximate talk time in translation class? (single choice, “t” refers to minutes)
  - A.  $t \leq 10$
  - B.  $10 < t \leq 20$
  - C.  $20 < t \leq 30$
  - D.  $> 30$
3. Does your translation class teacher often ask you to discuss with your desk-mates or group members ? (single choice)
  - A. Often
  - B. Sometimes
  - C. Seldom
  - D. Never
4. What kind of questions does your translation class teacher often ask in class? (multiple choice)
  - A. Questions with certain and fixed answers
  - B. Questions with no certain and fixed answers
  - C. Questions related to the usage of words, phrases and sentences
  - D. Questions related to the understanding of passage
5. What type of questions would you prefer your translation class teacher to ask? (multiple choice)
  - A. Questions with certain and fixed answers
  - B. Questions with no certain and fixed answers
  - C. Questions related to the usage of words, phrases and sentences
  - D. Questions related to the understanding of passage
6. What kind of questioning method does your translation class teacher often use? (multiple choice)
  - A. Nominating
  - B. Volunteering
  - C. Chorus-answering
  - D. Teacher-self answering
7. Which kind of question method would you prefer your translation class teacher to use? (multiple choice)
  - A. Nominating
  - B. Volunteering
  - C. Chorus-answering
  - D. Teacher-self answering
8. Whether your translation class teacher leave enough time for you after questioning? (single choice)
  - A. Often
  - B. Sometimes
  - C. Seldom
  - D. Never
9. How much time do you want your translation class teacher to give you to think or organize language after questioning? (single choice)
  - A. Leave no time at all
  - B. Almost leave no time
  - C. Leave less time
  - D. Leave enough time



10. When you have difficulty communicating with your translation class teacher, what does the teacher usually do? (single choice)
- Check if you understood her meaning, such as “Do you understand?”, “Are you
  - clear?”, etc.
  - Repeat what you said or use synonymous words to confirm if you have understood her meaning, such as “You mean...?”, “So you are saying...?” etc.
  - Ask you for more information to explain what has been said, such as “I don’t understand exactly, what do you mean?”, “Can you explain it in detail?” etc.
  - Give up communication with you
11. When you have difficulty communicating with your translation class teacher, what do you expect him or her to do? (single choice)
- Check if you understood her meaning, such as “Do you understand?”, “Are you
  - clear?”, etc.
  - Repeat what you said or use synonymous words to confirm if you have understood her meaning, such as “You mean...?”, “So you are saying...?” etc.
  - Ask you for more information to explain what has been said, such as “I don’t understand exactly, what do you mean?”, “Can you explain it in detail?” etc.
  - Give up communication with you
12. How does your translation class teacher usually react when you answer questions? (single choice)
- Always gives you praise
  - Always gives you criticism
  - Give you a lot of praise and criticism
  - Give you very little praise and criticism
13. How would you like your translation class teacher to react when you answer questions? (single choice)
- Always gives you praise
  - Always gives you criticism
  - Give you a lot of praise and criticism
  - D.Give you very little praise and criticism
14. How does your translation class teacher usually react when you answer questions correctly? (single choice)
- Simple praise, such as “Yes”, “Good”, ”Right”, etc.
  - Praised followed by repetition
  - Praised followed by comments
  - Little praise
15. How would you like your translation class teacher to react when you answer questions correctly? (single choice)
- Simple praise, such as “Yes”, “Good”, ”Right”, etc.
  - Praised followed by repetition
  - Praised followed by comments
  - Little praise
16. How does your translation class teacher usually react when you fails to answer questions correctly? (single choice)
- Explicit correction
  - Ask other students to answer
  - Lead you to self-correction
  - Ignore you mistakes
17. How would you like your translation class teacher to react when you fails to answer questions correctly? (single choice)
- Explicit correction



B. Ask other students to answer

C. Lead you to self-correction

D. Ignore you mistakes

18. Write down your advice to translation teaching.

## Appendix D: RESULTS of QUESTIONNAIRE

Content		Result			
		A%	B%	C%	D%
The Amount of Teacher Discourse	Q1	0	29.8	48.3	21.9
	Q2	43.7	37.9	14.9	3.5
	Q3	55.2	33.3	8	3.5
	Q4	69.8	42.1	72.6	30.8
	Q5	56.2	47.5	43.6	23.5
Teacher's Questioning	Q6	22.8	76	81	55.2
	Q7	15.2	88.6	83.5	44.1
	Q8	56.8	36.3	6.9	0
	Q9	0	4.5	11.9	83.6
Interactive Adjustment	Q10	55.6	27.2	12.7	4.5
	Q11	26.6	24	46.5	2.9
	Q12	82.7	2.5	5.6	9.2
	Q13	87.6	0	7.9	4.5
Teacher's Feedback	Q14	24.5	37.7	32	5.8
	Q15	5.9	29.7	62.1	2.3
	Q16	27.2	8.4	62.1	2.3
	Q17	17.2	18.4	62.1	2.3