

Research on the interaction of teachers and children in language activities

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Abstract: Teacher-child speech interaction has an important influence on their growth and development, especially in language activities. Its quality directly affects young children's language, cognitive and social development. Big class children are in the critical period of language, so it is of great practical significance to observe the speech interaction in the language activities of big class. This study mainly adopts the observation method, randomly select a city kindergarten large field observation, large language activities divided into literature learning activities, conversation, telling activities, early reading activities, collect a total of 12 activities, to improve Flanders interactive analysis system as a tool, get 6871 young speech samples, from the interactive subject, content, way and situation of four dimensions, and discuss.

Keywords: Language activity; Verbal interaction between teachers and children; Educational observation.

1. Introduction

Related research focuses on the type of interaction, influencing factors, strategies, research tools, etc. Foreign scholars classify the interactive subjects of teachers and children, such as the relationship between positive and obstacles from the perspective of teachers, and the safety and dependence from the perspective of children. Domestic research is mostly divided from the teachers' behavior object. There are also studies that divide control types and tolerance types according to behavioral attributes. The classification method also has a direct way based on the initiator and the location. Researchers discussed the teacher-child verbal interaction strategies from three aspects of environment, role and mode. CLASS classroom interaction evaluation system is commonly used in China. QTI questionnaire evaluates the interaction quality between teachers and students; FIAS is widely used abroad for teacher-child interaction research. There is no consensus reached on the research types and influencing factors of teacher-child interaction, and the practical application is not in-depth. The proposed strategy needs to be verified and formulated for different children and scenarios. CLASS, FIAS and other tools have applicability and content effectiveness problems, so comprehensive evaluation tools need to be integrated. The current research pays more attention to short-term development, and needs to strengthen long-term effect research to provide targeted suggestions for educational practice.

2. Research objects and methods

2.1. Study subjects

Language activities are mainly divided into four categories: literary works learning activities, conversation activities, telling activities and early reading activities. This study in kindergarten language activities of teachers and children as a research object, selected a city F kindergarten big grade field observation and record, a total of three four activities, a total of 12 language activities, 6871 language samples, in order to be able to fully understand the kindergarten language language interaction.

2.2. Study Methods

2.2.1. Observation method

This study mainly adopts the non-participatory observation method, where the researchers went deep into the natural environment and recorded the verbal interaction between teachers and young children as a bystander. Then the sample data was transcribed and collated into the EXCEL form. The modified Flanders interactive analysis system was used to code the text data, and the coding results were recorded in the observation sheet to ensure the objectivity of the data, and the data were analyzed with the matrix and line chart.

Table 1. Speech types correspond to encoding

Code	Speech type
1	Receive emotion
2	Encourage praise
3	Adopt the opinion
4.1	Ask open questions
4.2	Ask closed questions
5	lecture
6	instruct
7	Criticize or uphold teachers' authority
8	Passive response
9.1	Active response
9.2	Ask questions actively
10	Discuss with your peers
11	Does not help in the chaos of teaching
12	Good to the silence of teaching

2.2.2. Content analysis method

In this paper, the improved Flanders interactive analysis system is used to transcribe the video or recording data into text data in 3 seconds, and code and record it according to the observation record form. The distribution of the number of frequencies and the number of frequencies of the first and second speech groups is recorded in the matrix analysis table. Finally, Excel is used to quantify, process and analyze the data.

3. Current situation analysis

The data show that the characteristics of teacher-child speech interaction in kindergarten game activities are as follows: first, children's speech frequency in language

activities is lower than teachers; second, teachers' speech types are mainly teaching, accepting emotion, encouraging praise, criticizing or maintaining authority; third, children's speech types are higher with teachers than children's passive

answer; children tend to actively interact with teachers, rather than passively accept the speech interaction opened by teachers.

Table 2. Distribution of speech frequency between teachers and teachers

	Speech type	Number of times	Amount to
Teacher's words	Receive emotion	29	2450
	Encourage praise	78	
	Adopt the opinion	128	
	Ask open questions	447	
	Ask closed questions	112	
	lecture	1487	
	instruct	163	
	Criticize or uphold teachers' authority	6	
Children's words	Passive response	195	2391
	Active response	1956	
	Ask questions actively	37	
	Discuss with your peers	203	
Invalid language	Does not help in the chaos of teaching	25	47
	Good to the silence of teaching	22	

3.1. Analysis of different types of activity frequency number

Literature learning activities, conversation, activities, early reading activities overall frequency distribution characteristics remain consistent, reflects the literature learning activities, conversation activities, activities, early reading teacher speech characteristics roughly the same, all types of activities teacher words is given priority to with questions, explanation, guidance or command, children's speech is given priority to with active response, followed by children's active discussion with peers and passive response.

3.2. Subject analysis of verbal interaction between teachers and children

In the language activities, the total frequency of speech of teachers was 2450 times, while the total frequency of speech of children was 2188 times. The frequency of teachers' speech was higher than that of children's speech, accounting for 52.8% and 47.2% respectively. This indicates that in speech interaction, teachers' speech appears more frequently than children's speech. Further analysis can find that the speech output of teachers is significantly more than the speech output initiated by children. This data strongly proves that teachers are dominant in the subject of verbal interaction. In order to understand this phenomenon deeper, we need to explore the role and role of teachers in language activities.

3.3. Content analysis of verbal interaction between teachers and children

3.3.1. Content analysis of teacher-initiated speech interaction

Among the verbal interactions initiated by teachers, the frequency of questions was the highest, accounting for 34.66%, followed by guiding activities and asking children to do things, accounting for 34.10% and 10.11%, respectively. These data show that in language activities, teachers guide children to think and express by asking questions, but also need to guide children's activities and arrange some tasks. In addition, teachers will also express feelings and ask children

some questions to better understand children's ideas and needs. It is worth noting that the frequency of discipline initiated by teachers is the lowest, accounting only for 0.37%, which indicates that teachers pay great importance to the interaction and communication with children in language activities, and minimize the restraint and discipline requirements for children.

3.3.2. Content analysis of speech interaction initiated by children

The frequency of seeking guidance and help initiated by young children is the highest, accounting for 28.48%, which indicates that in language activities, young children are more inclined to seek guidance and help from teachers. Followed by request and complaint, accounting for 24.89% and 13.15% respectively. These data show that in language activities, young children need guidance and help from teachers, as well as their attention and comfort. It is worth noting that the frequency of joint discussions initiated by children is the lowest, accounting for only 2.66%, which may be related to teachers pay more attention to their dominant position in language activities. In general, the content of speech interaction initiated by children is relatively rich, covering many aspects, but the specific frequency and proportion still need to be analyzed in depth based on the actual situation and children's individual differences.

3.4. Analysis of verbal interaction between teachers and children

3.4.1. Analysis of interactive methods

In terms of the type of questions of teachers, both open questions and closed questions are involved. Through comparison, it is found that the frequency of open questions is significantly higher than that of closed questions. This shows that teachers are more inclined to adopt open questioning methods in language activities and encourage children to express their ideas and opinions freely. At the same time, the frequency of closed questions is also high, indicating that teachers will also use some closed questions in language activities to guide children to think and learn language.

3.4.2. Analysis of teacher feedback strategies of interactive methods

When children actively answer questions, teachers are more inclined to adopt open feedback strategies, such as accepting / using children's views and continuing to ask questions, so as to guide children to think and express themselves deeply. When children answer questions passively, the teacher's feedback strategy is more balanced, including both the open continued questions, but also the closed acceptance of children's views.

3.4.3. Interactive Methods Analysis of children's initiative in answering questions

Children are more inclined to actively participate in and express their own ideas in the teacher-child speech interaction. When initiating verbal interaction, teachers should pay attention to guiding children to actively participate in and express their own ideas, so as to improve the quality and effect of teacher-child verbal interaction. At the same time, teachers also need to pay attention to avoid too many questions leading to children to passively answer questions.

3.5. Situation analysis of verbal interaction between teachers and children

Children are more inclined to actively participate in and express their own ideas in the teacher-child speech interaction. When initiating verbal interaction, teachers should pay attention to guiding children to actively participate in and express their own ideas, so as to improve the quality and effect of teacher-child verbal interaction. At the same time, teachers also need to pay attention to avoid too many questions leading to children to passively answer questions.

4. Discussion and analysis

4.1. Teacher's speech dominance

The dominant position of teachers' speech in the classroom should be moderate. Ensure teaching continuity, but avoid over-dependence leading to lack of independent thinking. Teachers should make reasonable use of questions, explanations and other ways to pay attention to children's needs and personality differences, and promote active

participation.

4.2. Ask questions in the way to promote the classroom

Open-led questions can stimulate children's thinking and creativity. However, attention should be paid to the pertinence and guidance of the problem to avoid deviation from the theme. At the same time, according to children's actual and personality differences, reasonable use of different questions, design in line with the cognitive level.

4.3. Pay attention to children's needs

In the interaction between teachers and children, children should be guided to actively participate in and express themselves. Teachers should avoid passive answers caused by excessive questions, pay attention to children's subject status, and promote their active participation.

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