"Ja..." or "...ya" ?
---A comparative study of Chinese and Swedish Feedback systems

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1. Introduction

When people talk to each other in face to face interaction or in telephone communication, it is very important for both the speaker and the listener to know whether the communication is going on well; whether the listener has heard what the speaker says; whether the listener has understood what has been said and what reaction the listen has on what has been said. We notice that these kind of information are very often carried by a special kind of small words or speech sounds such as "yeah" "mm" in English, "ja" "mm" in Swedish and "dui" "mhm" in Chinese. These words are small and therefore easy to be neglected, yet communication cannot go smoothly without them. We call these words "feedback words". We can imagine that when we talk to someone by telephone, if we don't hear any feedback from the listener now and then, we might start asking the listener, " Are you there?" or " Are you with me?" or if we don't ask, we'd probably think that the listener is not interested in the conversation any more and it's high time to stop the conversation there. Theoretical and empirical studies have shown that without feedback mechanism, communication management becomes very difficult . (e.g. Ahlsén, Allwood, and Nivre, 1992; K. Mayumi 1991, Gudykundt, 1991).

Besides, it is not only the listener who needs to give such information but also the speaker sometimes makes use of similar words to elicit feedback in order to check how the communication is going on. Thus we distinguish between feedback from the listen and feedback from the speaker by calling them " eliciting feedback" respective "giving feedback".

There are not only verbal channels through which the listener and the speaker can exchange such information, non-verbal channels such as gestures, head movements or eye contacts are also frequently used together with verbal feedback utterances to elicit or give feedback information. When feedback is given through speech sound, we name it "verbal feedback". When feedback is given through gestures, eye contacts or head movements, they are termed as "non-verbal feedback." In face to face communication, verbal and non-verbal channels are in most cases simultaneously use to complement one another for feedback purpose.

The purpose of this paper is to investigate how feedback is used in speech communication. Three aspects of feedback use are studied and analysed to find out how often feedback is used, in what position of an utterance feedback is distributed and how feedback units are internally structured. The data used in this study include two transcribed audio-recordings, one in Chinese and the other in Swedish. The purpose of choosing data from two different languages is to find out what aspects of feedback phenomena show similar or different patterns in communication when different languages are concerned. Of course, we are aware that it is not enough to make any definite conclusion of universality or language / culture specificity just by looking at two languages represented by two conversations. However we hope that this study can present some interesting discovery of facts about feedback use in these two languages and thereafter more interest in study of feedback use in other languages can be aroused and be compared with one another.

2. Method, Data, and informants .

Comparative method is the main method used in this study. The comparison is made between two languages, Chinese and Swedish. By investigating whether and in what aspects feedback in communication show similarity and difference, we expect to discover some general patterns of feedback use in both languages as well as different patterns related to specific languages.

The collected data used in this study include two tape-recorded conversations, one in Swedish and one in Chinese. Both conversations are transcribed in standardised coding categories. The Swedish transcription is made by an

undergraduate student and checked by myself with the original audio-tape. The Chinese transcription is made by myself.

Comparability of the two conversations.

Comparability is very important in such a study if a high degree of reliability and validity of results should be guaranteed.

Theoretical and empirical studies on social activity and communication have shown that language production and communication patterns are closely related with different types of social activities. (Hymes 1972; Allwood 1976; Levinson 1992;) Factors such as goal of the social activity, individual roles in the activity, physical and social environment, individual physical, social and psychological state during the communication are also important for shaping communication patterns.

Comparing the data we choose for this study, a few factors are not easy to be controlled to be completely equal. (See table 1 in appendix) These factors might influence, to some extent, the true validity of the study results. However, we might also take the advantage of this inequality to increase the validity of the results.

Among factors which might influence the comparability of the data, we find the following to be the most important for a mention.

a) The activities in which these two conversations are involved are different. The Chinese conversation is a lunch conversation while the Swedish one is a free talk in a studio. Eating was a major activity in the Chinese conversation which is to influence, for example, topics, sub activities, the moving of articles during the talk. The Swedish talk was not equal in this sense.

b) The number of the participants in the conversations are different. There are two participants in the Swedish talk and three in the Chinese conversation.

c) Sex and age factors. Both participants in the Swedish talk are females while there are two females and one male in the Chinese one.

d) The individual physical conditions, individual moods and attitudes of the participants in the conversation are not possible to control in this case.

e) Information of non-verbal feedback communication is not available in the transcriptions. But they surely influence how feedback signals are understood.

All these unequally controlled factors have reduced the comparability of the data which, to some extent, is likely to reduce the validity and generalizability of our conclusions to be drawn from this study. We'll come back to this again in later parts of this study.

3. Definition and Categorisation of Feedback

Experiences tell us that a clear definition and taxonomy of the object we are to study is very crucial to a reliable result of any empirical analysis of any language material. In this part of the paper, we'll try to define the notion of "feedback", make categorisations of different types of feedback in relation to its function in communication.

3.1. Definition of the notion of "feedback"

Criteria of a valid and clear definition can differ depending on the specific purpose of a specific study. In empirical studies, it is more important for us to require that the definition should help us make a good understanding of the object defined as well as easily pick up members of the study object from those that are non-members of the study object. With this motivation, I choose the following definition based on the functions of feedback in communication.

Feedback definition :

By feedback we mean the regular linguistic mechanisms whereby a speaker and a listener keep each other informed about the following four basic communicative functions: (i) maintenance of contact and interaction; (ii) perception; (iii) understanding; (iv) attitudinal reactions. (Allwood 1988 a)

3.2 Coding and classification of feedback

The following classification and coding categorisation of feedback are made to capture the use of feedback as is defined in the above.

3.2.1. Functional classification

Feedback units

Feedback usually appears in form of small words or short phrases such as " yes", "no" or "all right" in English. Sometimes feedback can be given in longer verbal forms especially to function as sentence completion, request for clarification and restatement. (Duncan & Fisk, 1977) The following definition of "feedback unit" given by Ahlsén, Allwood and Nivre is taken for this study. (Ahlsén, Allwood and Nivre 1994:2).

"A feedback unit is a maximal continuous stretch of utterance (occurring as its own or as part of a larger utterance) the primary function of which is to give and / or to elicit feedback."

Type of feedback

Feedback can be divided into two main types with respect to the major function of Feedback giving and Feedback eliciting.

Giving feedback is mainly used by the listener to give such information that the speaker wants to find out and to show perception, understanding, acceptance and attitude and reactions such as "ja", " nej" in Swedish, " shi de", "jiu shi ya " in Chinese or "yes", "no" in English.

Eliciting feedback is mainly used by the speaker to make sure that the listener perceives and understands and to find out the emotional reactions and attitudes of the listener about what has been said and heard. Such as " eller hur", "vad" in Swedish, tag question in English or "shi ba " " dui ma " in Chinese.

3.2.2. Positional classification of feedback

Feedback is classified as initial, medial, final and single feedback according to the position of a feedback unit in a speech utterance.

Initial feedback appears at the beginning of a speech utterance
Example in Chinese:
Y: kai zhe ge ba
M: ah
H: hao // kai shi la ah

Example in Swedish:
a: bandet gå // jaha (inandn)
b: hmm // ja (inandning) ja kan börja må mina associationer ja kom å
      tänka på torpet // att det är så skönt att man slipper all trafik

Medial feedback appears in the middle of a speech utterance
Example in Chinese:
Y: + shuo qi lai pao tang le // ho-o
H :   hi-i-i pao tang cai dong le

Example in Swedish:
a: ja fö för att inte ääh // eh för att hålla en del gröder vid +liv
b: ja (inandning) + liv ja // trevlit tycket

Final feedback appears at the end of a speech utterance
Example in chinese
H: sheng ying tai da la
M: bu yiao jing de ya

Example in Swedish:
a: (...) tänker du på att man äh (inandn) förändra ett äh områdes
       ekologiska balans +då
b: +ja jaa

Single feedback is an utterance in itself, consisting of a morpheme or a word or phrase or a sentence or a combination of these elements.
Example in Chinese:
M :   eiii ni zhen mo yong zhe ge he aah?
Y: hmm

Examplein Swedish:
a: å nu på våren när de börjar växa å blomma å dofta
b: ja

3.3.3. Structural classification of feedback

By structural classification of feedback, we mean the internal structure of a feedback unit, i.e. the smaller elements within a feedback unit.

Simple feedback units

This category includes the following subcategories

a. Primary simple feedback unit :
Primary feedback unit refers to words or morphemes which are exclusively used for feedback purposes, such as mm, ja (yeah), in Swedish, or mm , la ba in Chinese.

b. Secondary simple feedback unit
Secondary simple feedback unit refers to words which are adjectives, adverbs, conjunctions, pronouns, verb and nouns which may be used for feedback purposes but which have other important functions in the language as well. Examples in Swedish are bra (good), intressant (interesting); Chinese examples are hao (good), dui (right) .

c. Reduplication of simple feedback unit
Reduplication of simple feedback units are single feedback words or morphemes uttered more than twice in the same utterance, such as bra bra (good good), ja ja (yeah, yeah) in Swedish or hao hao hao (good good good), dui dui dui (right right right) in Chinese.

Deictic or anaphoric linking

This category of feedback unit covers the mechanisms of deictic and anaphoric linking, often by means of reformulations of preceding utterances, which are used for feedback purposes. Examples in Swedish are det är det (it is), det gör jag (I do); examples in Chinese are na shi zhe jang, zhe mei wen ti.

Idiomatic phrase

Many idiomatic phrases are often used for feedback purpose. Swedish examples are tusen tack (thousand thanks), ingen orsak (not at all) , ursakta mig (excuse me); Chinese examples are xie xie nin (thank you), bu ke qi (not at all)

Complex feedback

Complex feedback refers to units which are combination of two or more elements of the above categories. For example, ja ja is a complex feedback unit composed of two primary simple feedback units; näe de gör du inte is a complex feedback unit composed of one primary simple feedback element followed by a feedbacl element of deictic linking; or in Chinese, shi de na shi na shi is composed of one secondary feedback element shide followed by a deictic linking phrase nashi and one repetition of deictic linking phrase nashi

4. Hypotheses, Study questions, and data analysis.

As mentioned earlier, the main focus of this study is to investigate three aspects of feedback use in communication, (i) frequency of feedback use, (ii) position of feedback unit in speech utterance; (iii) internal structure of feedback unit. Study questions are made before hypotheses on these questions are made. Data analysis of each aspect will suggest some kind of approval or non-approval of these hypotheses.

Based on my native linguistic intuition of Chinese language and my second language knowledge of Swedish, I make the following hypotheses with respect to feedback frequency, feedback position and feedback structure.

a) Both Swedes and Chinese use more giving feedback than eliciting feedback.
b) Chinese and Swedish feedback appear in different positions of an utterance.
c) Chinese and Swedish feedback have different internal structure.

4.1 Feedback frequency

The following questions are asked in connection with the comparative analysis of the frequency of feedback use in both Chinese and Swedish conversations.
a.) How often are feedback used in the Chinese respective the Swedish conversation in relation to utterances?
b.) Is there any difference in frequency of giving feedback and eliciting feedback in each conversation?
c.) Is there significant difference in frequency of using feedback between individuals?

Frequency of feedback production:

Patterns of feedback production in the compared conversations can be summarised as follows:

a) As a whole, both the production of Chinese feedback and Swedish feedback occurs in most utterances.

Chinese feedback / utterances = 80%
Swedish feedback / utterances = 87.%

b) Giving feedback in both languages occurs more often than eliciting feedback.

Chinese giving feedback / utterances = 57.5%
Chinese eliciting feedback / utterances =17.9%

Swedish giving feedback / utterances = 72%
Swedish eliciting feedback / utterances = 15.1%

c) Individual differences

In Chinese conversation: feedback production among the three participants does not show very big individual differences.

Feedback / utterances
M = 76.2%   Y = 70.%   H = 78.4%

In Swedish conversation, differences between two participants are larger than in the Chinese conversation. the biggest difference is the frequency of giving feedback. It might have been caused by individual factors, for example, Individual **a** might have different personality from Individual **b,** so that she felt that she should take more responsibility to keep the conversation going on.Therfore she tried harder. Since we don't have enough background information about a and b, this problem is not possible to be studied here.

When it comes to eliciting feedback, the two participants have about the same frequency.

Feedback/ utterances
a = 100%   b = 76.1%

Giving feedback /utterances
a = 84.8%   b = 60.9%

Eliciting feedback / utterances
a = 15.2 %   b = 15.2%

4.2 Position analysis of feedback units in utterances
In this section, we'll look into the position distribution of feedback units in utterances. As feedback units usually appear at three different positions, i.e. at the beginning, in the middle or at the end of an utterance, we name feedback units according to their position in utterances, i.e. initial feedback, medial feedback and final feedback. (See also 3.2.2. Position classification of feedback) Sometimes, feedback is the whole utterance which can be single morphemes, words, phrases, sentences, or any kind of combination of these units. We classify all medial and other feedback units in one category as other positions because the hypothesis made was focused on the initial and final position.

The following questions will be answered with regard to the study of position distribution of feedback units in utterances.

a) In which part of an utterance are feedback units used in Chinese respective Swedish conversation ?

b) Is there any difference in position patterns of feedback distribution between the Chinese and Swedish conversation?

c) Is there any difference between pattern of giving feedback and eliciting feedback distribution?

We classify all feedback units into different types according to the position of each unit in relation to the utterance, i.e. initial feedback, medial feedback, final feedback and single feedback (which appears a complete utterance by itself)

Analysis of position distribution of feedback units in utterances (See appendix table 2) can be summarised as follows:

a) Differences between Chinese and Swedish conversation seem to be very clear as most Chinese feedback (70%) appears at the end of an utterance while most Swedish feedback (77%) appears at the beginning of an utterance.

b) There is clear difference between patterns of giving feedback and eliciting feedback units concerning to their positions in utterances.

Giving feedback:
About 61.2% of all Chinese feedback is giving feedback.
Most of them appear at the end (59%) of an utterance; about 20% at beginning of an utterance. and about 21% at some other part of an utterance.

About 82.7 of all Swedish feedback is giving feedback.
Most Swedish giving feedback appear at the beginning (88%) of an utterance, and very small number of Swedish giving feedback appear at the end(6%) or other part (6%) of an utterance.

Eliciting feedback:
About 39% of all Chinese feedback is eliciting feedback.
Most of them appear at the end of an utterance(88.5%), some of them appear in the middle or other part of an utterance, but none of them at the beginning of an utterance.

About 17% of all Swedish feedback is eliciting feedback. About 21.4% of them appear at the beginning of an utterance, about 28.6% appear at the end of an utterance, and the rest 50% appear at other parts of an utterance.

4.3 Structural analysis of feedback units.

Analysis of the internal structural feedback units is based on the categories
exemplified in section **3.3.3.** (Structural classification of feedback). Feedback
units are classified into simple feedback units, feedback unit of deictic or
anaphoric linking, feedback unit of idiomatic phrase, feedback units of utterance
in question form and feedback units of combination. Simple feedback units are
further divided into several subcategories including primary simple feedback
units, secondary feedback units and reduplication of simple feedback units.

Statistic analysis of feedback units used in these Swedish respective the Chinese
conversation data show that the following are the most often presented pattern of
the internal structure of feedback unit.

4.3.1. Swedish eliciting feedback:
Among eliciting feedback units that appear in the Swedish conversation, the
following are the most often presented pattern of the internal structure of
feedback units. Examples of each type of structure are shown in the appendix.

1. Utterance in question forms
Utterance which often appears in a question form is the most often used structure
of eliciting feedback unit in Swedish interaction. It is often the case that a single
feedback morpheme **då** appear at the end of the utterance.

2. Completion of the earlier utterance in form of words, phrases, etc.
Another category of eliciting feedback units which appear very often in the
Swedish data is completion of an earlier utterance usually in form of words,
phrases or combination of such forms.

3. hesitating " äh.."
The third most often used eliciting feedback unit is a primary simple feedback
morpheme **äh** which signals hesitation or calling for help from the listener.

4. jaha?

The fourth most often used eliciting feedback unit is the use of feedback jaha (=a primary feedback unit) which at the same time is a giving feedback signalling that the informaiton the listener has got is new and sometimes urprising.

5. ...va?

The fifth most often used eliciting feedback unit is va a primary simple feedback which oftne appears at the end of an utterance.

4.3.2. Chinese eliciting feedback:

Among the most often used Chinese eliciting feedback, we have the following patterns of feedback internal structure.

1.S (vp, np, adj, pp...) + ba (ma, ya...) ?

This most often used type of eliciting feedback unit shows that most Chinese eliciting feedback are primary single feedback units which appear at the end of an utterance.

2. ai yoo, (yoo, ...) + S

This type of most often used of eliciting feedback units appear at the beginning of an utterance and they also belong to primary single feedback units.

3. adv (dui, bu..) + S

This type of most oftne used of eliciting feedback units are initial feedback units and they belong to secondary single feedback units.

4. adj (v, adv, p,) + bu + adj (v, adv, p,)

This type of most often used of eliciting feedback unitsare initial feedback units and they belong to combination of several secondary single feedback units.

5. vp (suggestion)

This type of eliciting feedback units are secondary single feedback units which often appears as a repetition of an earlier utterance.

4.3.3. Swedish giving feedback:

Among those giving feedback units that appear in the Swedish conversation, the following are the most often used patterns of the internal structure of feedback units. They show some differences from those Swedish eliciting feedback units in that they are mainly initial feedback units.

1. Primary single morphemes (ja, jaa, jaja, jaha, näe)
The most often used giving feedback units are those initial and primary single feedback units.

2. Primary single feedback(ja, jaha, näe, men,) + S (np, vp,)
The second most often used giving feedback units are initial feedback units and they are combination of primary single feedback followed by a secondary single feedback units.

3. Completion of an earlier utterance
The third most often used giving feedback units are initial feedback units and they are often combination of secondary single feedback.

4. Deictic or anorphoric linking
The fourth most often used giving feedback units are initial primary single feedback unit followed by a feedback unit used as deictic or anaphoric linking.

4.3.4. Chinese giving feedback:

In the Chinese conversation, among the most often used giving feedback units, the following patterns are found to be the most often used patterns .

1. laughing
Laughing is found to be the most often clearly used giving feedback units. Laughing often appears at the initial position and therefore is an initial feedback unit. It is sometimes a primary single feedback unit and sometimes combined with other secondary feedback units.

2. mm, eeh
The second most often used giving feedback units in Chinese are **mm, eeh** , which belong to initial and primary single feedback units.

3. S (vp, adj, adv..) + final feedback (le, ma, ya, de, la)

As the third most often used giving feedback units, it is very different from Swedish giving feedback in that this type of giving feedback units appear at the end of an utterance though they are mainly primary single feedback words or morphemes.

4. Primary single feedback (yoo, aiyoo, haiya) + S (vp, adj,)

This type of giving feedback are primary single feedback units followed by secondary feedback units.

5. repetition (np, vp, S...)

This type of giving feedback are mainly secondary feedback units which are repetition of an earlier utterance.

6. adj, adv, np, vp (hao, dui, bu, mei jiu, ...) (+ S)

This type of giving feedback are initial secondary single feedback following by other parts of an utterance.

4.3.5. Results of the analysis of the internal structure of feedback units

When we compare the results we find from the above analysis, we can find the following differences and similarities between the internal structure patterns of the Chinese and Swedish feedback units as the following.

(i) Among eliciting feedback units, finial and primary single feedback units are the most often structure used both in the Swedish and the Chinese data. However, in the Chinese conversation, initial and primary or secondary single feedback units are also found to be quite often used while in the Swedish conversation, initial primary feedback is very rare.

(ii) Concerning giving feedback units, initial and primary single feedback is the most often used type of structure in both Chinese and Swedish data. The most important difference between the two language based on the analysed data is that final and primary single feedback is one of the most often used giving feedback unit in the Chinese data while in Swedish, we rarely find this type of structure among giving feedback units.

(iii) Laughing is found to be the most often used giving feedback in the Chinese conversation while this is not the case in the Swedish data,

(iv) Deictic or anaphoric linking is among the most often used giving feedback in the Swedish data while in the Chinese conversation this is rarely used.

5. Summary

In the above sections, we have studied mainly three aspects of feedback use in two different languages by studying one conversation in respective languages. These three aspects include a) frequency of feedback use; b) position of feedback; units in utterances; c) internal structure of feedback units. The main purpose of the study is to find out how feedback is used in language and how feedback show different or similar patterns in these aspects in different languages.

To summarise the results of the whole study, we find the following important to be included as a kind of conclusion of the above study.

(i) Concerning the frequency of feedback units appearing in the data, feedback is, in general, more frequently use in the Swedish conversation than in the Chinese conversation. Although both Swedes and Chinese used more giving feedback than eliciting feedback, eliciting feedback was much less frequently used in the Swedish conversation than in the Chinese conversation.

(ii) As for the position of feedback units in utterances, most Chinese feedback appear at the end of an utterance while the Swedish feedback usually appear at the beginning of an utterance..

(iii) With respect to the internal structure of feedback units, primary single feedback units seem to be most often used in both Swedish and Chinese language. However, there is difference between structure of giving feedback and eliciting feedback between the two languages.

Among giving feedback units, initial and primary feedback units are the most often used in both languages, but final primary feedback units are also very often used in the Chinese language while this is very rare in the Swedish one.

On the other hand, both final and primary feedback units are the most often used structure among eliciting feedback units in both languages. However, initial and primary feedback units are also one of the most often used structure of eliciting feedback units while this structure is very rare among Swedish eliciting feedback.

Coming back to the hypotheses made in earlier section of this study, we find that all the three hypotheses are proved to be true though the result has added more details to these hypotheses.

a) Both Swedes and Chinese use more giving feedback than eliciting feedback.
b) Chinese and Swedish feedback appear in different positions of an utterance.
c) Chinese and Swedish feedback have different internal structure.

Now we can make some conclusions from this study concerning feedback use in communication. Feedback use in communication show both common and verified patterns in different languages. But we don't know if these differences have been influenced at some degrees by those uncontrolled factors, such as social activity, number of participants, sex and age of the participants, etc. As discussed in section 2.1. (Comparability of the two conversations) Therefore we suggest hat the above conclusions should be taken with discreteness. We also suggest that future study of similar kind concerning feedback mechanism in communication should be designed with a more careful and deeper consideration of factors to be controlled if these factors belong to those that might influence feedback production and understanding.

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Appendix

A:

Table 1. Comparability of the Chinese and Swedish conversations

Chinese data	Swedish data
Activity :	Activity:
Having Lunch	Talking about natural environment
Main purpose:	Main purpose:
To maintain and promote	To make dialogue for language study
frienship through having	To talk about natural environment
lunch together with friends.	
To eat.	
Role configurations	Role configurations
Friends, host and hostess,	School friends
husband and wife	
Participants:	Participants:
H: female.	a: female
Y: female	b: female
M: male	
(Y and M are a couple.)	
Language:	Language:
Chinese native speakers	Swedish native speakers

B:

Table 2. Frequency of feedback use

Frequency of feedback use in the Chinese conversation

Type of feedback	M (male)	Y (female)	H(female)
Giving feedback 61 (57.5%)	23 (54.8%)	15 (55.6%)	23 (62.2%)
Elict. feedback 19 (17.9%)	9 (21.4%)	4 (14.8%)	6 (16.2)
utterances (106)	42	27	37
Feedback / utterance (80%)	76.2%	70.4%	78.4

Frequency of feedback use in the Swedish conversation

Type of feedback	a.(female)	b. (female)
Giving. Feed. 67 (72%)	39 (84.8%)	28 (60.9%)
Elicit.feed. 14 (15.1%)	7 (15.2%)	7 (15.2%)
utterances (93)	46	46
Feedback/ utterances(87.1%)	100%	76.1%

C:

Table 3. Postion of feedback units in utterances

	Initial feedback	Final feedback	Feedback of other positions
Chin.gf.	19.5%	58.5%	21%
Chin. ef.	0%	88.5%	11.5%
Swed. gf.	88.1%	6%	6%
Swed. ef.	21.4%	28.6%	50%
Chinese Total	14%	70%	16%
Swed. Total	77%	10%	14%

D. Examples of internal structure of the most often used feedback units

The following examples are extrated from the transcrption used for this study. There are some special symboles used to mark the transcription as in the following examples:

+ overlapping
// pause

Chinese eliciting feedback:

1. S(vp, np, adj, pp...) + ba (ma, ya...) ?

Y: kai zhe ge ba
(Let's open this.)
M: ah
H: hao // kai shi la ah

2. ai yoo, (yoo, ...) + S

H: ai yoo pao mo tai duo la
M: gei bu gei dao

3. zhen mo...
shenmo... + aah?

M :   eiii ni zhen mo yong zhe ge he aah?
Y: hmm

H :   e-h-nn ni zhen mo zhi dao
M :   aaah

4. np + bu shi + vp ?

M: ni bu shi shuo // fang na ge dian chi shang mian ru ma
H: bu yao jin jiu zhe yang lu hao le +de yi sha

Y: ni zhi ji bu shi shuo zhuan qian bu shi jiu shi wei la hua qian ma
       (Don't you say that to earn money is to spend it?)
M: xiao tong shuo de zhe shi //ta lao shi zhe mo shuo

5. Secondary feedback (adj ,v, adv, p,)

M: +gei bu gei dao
H: +ni kan

M :   + ni shuo dui bu dui
H: mmmmhm (laughing sound)

Chinese giving feedback:

1. laughing

H: +xian zhai kai shi chi fan
M   :+hmm (laughing sound)

M :   +hao la na fan ne// da jia dou lai ji la// wo shuo shuan la + wo shuo
H :   +hnnnnn (laughing sound)
Y: xia chi ta ji fan shu lai // ha-ha-ha-nn* fan shu gan
H: ha-ha-ha-n-h (laughing sound)

2. mm, eeh

M: +zhong hui de
Y: mm

M: shi ba
H: mm

M: wo te bie xi huan chi na ge
Y: eeeh

Y: ta pao tang guo <u>la</u>
H: eeeeh + jiu shi ya

3. S (vp, adj, adv..) + final feedback (le, ma, ya, de, la)

Y: +ta pao tang guo **la**
H: eeeeh + jiu shi **ya**

H: ni dao pi jiu fang fa bu dui **ma**
Y: ta gu yi zhe yiang dao **ma**

**4. Primary feedback (mm, haiya) or secondary feedback (hao, dui, jiu shi)
+ S (vp, adj, etc.)**

M: zhe zhong jian jian de // hee
Y: **hai -ya** nen chi jiu xing

Y: chi shun ka cha ka cha de sheng ying te + bie xiang ehee
H: + **duiii** heng hao wan

Y: yi ge ren fen yi dian luo
M: **jiu shi ah** // zhuo

5. repetition (np, vp, S...)

H: hao // **kai** shi la <u>ah</u>
M: <u>**kai shi kai shi**</u>

M: **ganbei**
Y: +**gan bei** (cheers!)

6. Secondary feedback (hao, dui, bu, mei jiu, ...) (+ S)

H: yi ge ren fen yi dian <u>luo</u>
M: **jiu shi ah** // zuo tian hai you shan guan ne hm-m-m* dai dao na
       bian qu <u>la</u>

M: zhe zhong kuai zhi <u>ni kan zhe +yang zhi</u>
H: +jiang jiu yi xia **hao le**
Y: **hai-ya** nen chi + jiu xing

Swedish eliciting feedback:

1. Utterance in question forms

EX:

a: Tycker du att de e nånäh motsättning mellan natur å teknik
b: ja ja tycker jag nog de faktiskt

a: Va va de me vi skulle prata om naturli teknik å kultur
b: mm

question (words) + då ?

EX:
a: då sen också om eh
b: vilken då

b: ja ja tycker nog de faktiskt
a: hur då

2. Completion of the earlier utterance in form of words, phrases, etc.

a: inte definera de men jag tycker att de e de som e
b: oförstörd natur men de gå ju inte heller va

3. hesitating " äh."

a: ja fö att inte ääh // eh för att hålla en del gröder vid liv
b: ja

4. jaha?

a: driver ett torp enligt gammal metoder
b: jaa de läste ja
a: jaha de va ju jättefint
b: ja

5. ...va?

b: oförstörd natur men de går ju inte heller va // +de kan man inte heller säja
a: +näe

Swedish giving feedback:

1. Primary single morphemes (ja, jaa, jaja, jaha, näe)

a: å nu på våren när de börjar växa å blomma å dofta
b: ja

2. primary feedback(ja, jaha, näe, men,) + S(np, vp,)

a: så utnuttjas ju tekniken // i dess syfte
b: ja // mm de e sant

3. Completion of an earlier utterance

a: mm de tänker ja på
b: natur å de ja

4. Deicitic or anorphoric linking

a: driver ett torp enligt gamla + metod
b: jaa de läste ja