

The Review of Different Feedback Modes on Senior High School Students' English Writing Quality

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Abstract

Writing ability is an important part of comprehensive English ability, and it is the key to promoting students' English literacy. Effective writing feedback can help learners improve their motivation of English learning and quality of writing. Based on the theory of noticing hypothesis theory, output hypothesis theory and process writing method, this study analyzes the impact of AWE feedback and model essay feedback on the English writing quality of high school students from the macro and micro level, that is, students' English writing scores and the accuracy, fluency and complexity of their written texts. After the investigation, it was found that the AWE feedback could effectively improve the accuracy of students' writing texts, while the model essay feedback had a significant effect on students' writing fluency and complexity. It can be seen that different feedback methods have complex effects on text quality. Compared with AWE feedback, model essay feedback can promote the text quality in more dimensions.

Keywords

Writing Feedback Mode; English Writing Quality; High School Students.

1. Introduction

Writing accounts for a large proportion of high school students' English learning, which is valued a lot by teachers, students, and researchers. As a language subject, English itself puts forward high requirements for students' comprehensive language ability. Teachers should not only teach language knowledge, but also develop students' ability to use English to solve practical problems. Writing ability is an important part of English comprehensive ability, which is the key to promoting students' English literacy, which requires students to have rich accumulation and good logical thinking. At present, writing is the weak point of Chinese high school students, and how to improve the quality of Chinese students' English writing is currently a problem faced by Chinese teachers and researchers.

The quality of students' English writing texts should generally involve three aspects: language, content and structure, and the evaluation of their language quality often starts from three aspects: fluency, accuracy and complexity. These are the three important measurements for this study. Different scholars have come to different conclusions about the impact of writing feedback on writing quality, which may be due to different indicators and research methods for measuring quality. As a result, different studies have reached different conclusions (Gong Wei, Zhou Jun, and Hu Xin 2019). In this study, the authors selected a number of indicators with high frequency and recognition to measure the quality of the text written by learners, and the complexity includes syntactic complexity and lexical complexity separately.

2. Different Feedback Modes

Feedback refers to comments or other information that learners receive from teachers or others about their performance in learning tasks or tests (Richards et al., 2000: 199). Different researchers have different definitions of writing feedback at different stages. But they all have

the same purpose, that is the author can understand where he or she has misled or confused the reader through feedback, so that they can modify the text. Although there is still a lot of controversy about the effectiveness of feedback, the form of feedback, and the type and number of errors (Wei Xiaobao, Shi Qingbo 2016), it is undeniable that various writing feedback models are generally considered to be helpful to learners' second language writing and language acquisition.

Many scholars at home and abroad have conducted research on the influence of feedback models on second-language writing and comparative studies between different feedback models. On the one hand, the author sorts out a certain type of writing feedback research, such as teacher feedback, peer feedback and automatic essay evaluation. On the other hand, there are a lot of comparative study of different feedback methods in students' English writing. From the above research on different feedback methods in the process of learners' second language writing, it can be seen that there are endless studies on various feedback methods for second language writing at home and abroad. However, due to different classification standards, research tools and research methods, it is easy to lead to different research results. Therefore, in this study, it is necessary to summarize the types of feedback in second language writing. According to the classification basis of Wei Xiaobao and Shi Qingbo (2016), English writing feedback is roughly divided into two types: corrective feedback and non-corrective feedback. The AWE feedback involved in this study is the direct feedback in the error correction feedback. Non-corrective feedback, such as reformulation and model essay feedback, can trigger real changes in the learners' tacit knowledge system in an unconscious state or in the absence of explicit knowledge.

2.1. The Definition of AWE Feedback

In recent years, with the development of technology, the automatic evaluation system has become a form that cannot be ignored in writing feedback, which plays a role in improving students' English writing ability and writing level. The Pigai network adopted in this study adopts the method of corpus modeling. At present, the Pigai network has been widely used in domestic English classroom teaching. Students can repeatedly revise according to the instant scoring and feedback information until they get a satisfactory score. The research on AWE feedback at home and abroad can be roughly divided into the following four categories. The first is the quality of the feedback, that is, whether the automatic feedback is accurate and reliable. The validity of its feedback was recognized by most studies. The second is the impact on the writing result, that is, whether the system corrects the feedback to help improve the overall score or sub-score of the writing. Research has been conducted in two main forms. One is inter-group comparison, that is, comparing the differences in various sub-dimensions of composition of subjects in the same group before and after receiving AWE feedback. However, the design of the inter-group comparative studies had shortcomings, such as the lack of a control group in experiments involving before-and-after tests. And the improvement of students' writing performance may also be affected by other variables. The second is that all data is automatically generated by the system, instead of teachers evaluating students' scores. In view of the lack of inter-group comparisons, some researchers have used the between-group comparison method, that is, comparing the difference in writing level between the experimental group and the control group over a period of time. Therefore, this study combines within-group comparison and between-group comparison on the basis of predecessors to explore the impact of AWE feedback and model essay feedback on the overall performance of high school students' English writing, including not only the writing performance given by teachers, but also the three-index data of students' writing text quality. The third is the impact on the writing process, i.e., whether the AWE feedback to help students conceive or revise the essay. During the writing process, students actively revise the essay. These differences can help

explain why different studies exist. Finally, there is the user's attitude and perception, that is, whether teachers and students find automatic feedback useful. Studies have shown that systematic feedback can also effectively reduce students' writing anxiety, and improve writing interest and self-efficacy (Li Yihua 2015, Yang Xiaoqiong, Dai Yuncai 2015, Monday Book 2013). From the above survey and research on learners' attitudes, it can be found that the AWE feedback has been favored by teachers and students by using its convenient and fast powerful feedback system such as vocabulary and phrases. However, due to the different language level of students, the different teaching methods and research methods of teachers, students' attitudes will also change accordingly.

2.2. The Definition of Model Essay Feedback

Model essay feedback is a typical non-corrective feedback. In the process of revising students' essays, teachers provide students with texts written by native speakers as a channel for students to contact and acquire relevant language expressions. Unlike sample text provided before students write, which will limit students' writing and may even copy the text. The model essay feedback provided in this study is to improve the quality of their own writing texts by using effective examples provided by native speakers after students have completed their first writing. In terms of the selection criteria for sample text, foreign scholar Christine Nuttall (1996) believes that reading comprehension is the process by which readers obtain information from the discourse. In the process of obtaining information, students obtain information by decoding. The famous American linguist Krashen proposed the "i+1" principle, that is, learners can acquire language by being exposed to language material slightly above their current level. In the research of English teaching in China, some scholars suggest that recent English newspaper articles should be selected and provided directly to students without any processing (Chen Kai, 2000). Chen Lin (1996) proposed the self-reading method of real material interest, allowing students to choose the appropriate real material according to their personal interests. At present, most professors and learners in ESL teaching are more receptive to the standard suggested by Schmitt & Carter (2000): about 95% of the vocabulary in the text should be within the reader's comprehension. Liu Suli (2006) found in his survey that the types of model texts that learners most expect are: interesting model texts, informative sample texts, better comprehensible model texts, and English famous works. In the current empirical research on model text reference feedback, there are also studies that use task describing images for model writing (e.g., Yang & Zhang, 2010; Hanaoka & Izumi, 2012) or use more open-ended writing tasks such as argumentative essays (Kang, 2020). When selecting the sample texts, Bai Yun, Han Yuying, and Wang Junju (2022) not only considered inviting native speakers to write model essays, but also took into account the suggestions of previous research, that is, to provide students with two sample essays with different points of view, so as to provide students with more writing solutions that can be used as references. Building on the research of Qi & Lackin (2001), Hanaoka (2007) studied the use of model essay feedback to promote learners' attention in four different stages of writing tasks (original writing, comparison stage, immediate revision, and delayed revision). The results show that learners pay the most attention to the vocabulary aspect during the comparison phase. In addition, learners with high language proficiency notice more language forms in the sample text than students with low language proficiency. Similarly, Abe (2008) draws on the work of Qi & Lapcin (2001). Through thinking aloud and interviews, he studied the effects of using model essays as a feedback method in IELTS writing. Discovery sample feedback can help learners pay attention to aspects of the target language. The learner's second language level and type of writing task affect the quality and quantity of attention. It is worth mentioning that in the feedback teaching of model texts with reference to writing, although learners can carry out deep processing of language form and content by comparing model texts, they can improve their vocabulary, syntax, style, content and other aspects. However, when using model texts, teachers should pay attention to the sample texts that need

to be suitable for the learner's level of second language development and cognitive ability. If the model language is too complex and the gap between the intermediary language level and the second language learner's intermediary language level is too large, it will be detrimental to the recognition, which would ultimately lead to a greatly reduced effect of feedback promotion (Wei Xiaobao, Shi Qingbo 2016).

3. Indicators of Writing Quality

In recent years, the research results on second language writing at home and abroad have been abundant. A relatively mature research theory system has gradually formed. Many researchers have reviewed international and domestic second-language writing (Xu Jinfen and Nie Rui, 2015; Yu & Lee, 2016; Chang Chang and Chang Haichao, 2020, and Qu Qiong et al., 2021). In the specific teaching practice, teachers mostly use subjective scoring to evaluate students' writing due to the limitations of various teaching conditions. Although writing review is mostly done by experienced teachers or multiple teachers, and the writing score can measure the quality of the written text to a certain extent, it still has a certain subjectivity. The internal situation of the text cannot be seen from the score. The difference in composition scores makes it difficult to see whether the quality of students' texts has improved. (Zhang Hua, 2019). Therefore, when exploring the influence of different feedback methods on students' English writing quality, in addition to the overall observation of students' writing performance, it is also necessary to use other indicators to explore text quality to conduct in-depth analysis of students' writing texts. Language complexity, language accuracy and language fluency are important indicators to measure text quality. The relationship with second language writing quality, language level and language development process has always been the focus of second language writing research (Bai Yun, Han Yuying, and Wang Junju 2022). At the same time, they also propose that the evaluation of the quality of second-language writing can not only be based on the subjective rating of teachers often used in traditional research, but also objectively measured from specific indicators of language complexity; Not only can researchers rely on the overall score, but also can start from the lexical complexity and syntactic complexity to do multi-dimensional investigation. In this study, three indicators of accuracy, fluency and complexity (lexical complexity and syntactic complexity) were selected for the measurement of language quality.

4. Conclusion

In conclusion, these two ways of feedback, have different effects on the fluency, accuracy and complexity of senior high school students' English writing. In particular, AWE feedback has a great effect on improving the accuracy of writing, while the model essays feedback plays an important role in improving the fluency and complexity of writing.

First, the effectiveness of the two types of feedback on AWE and model essays, this study proves that both of the two have a certain positive effect. Second, the effects of the two kinds of feedback are different, different feedback methods have different effects on senior high school students' writing. Specially, the main performance of the AWE feedback plays an important role in improving the accuracy of writing, while the model essays feedback is of great help to fluency and syntactic complexity. In other words, in comparison, the feedback method of the model essays is more comprehensive and effective than the AWE feedback. Third, the delayed post-test of these two kinds of feedback is not obvious. This may be related to the level of subjects and research design of this study.

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