

The Influence of Teacher Feedback on Junior Middle School Students' English Writing

Yi Kuang

College of Culture and Language, Swan College, Central South University of Forestry and Technology, Changsha, China

Corresponding author: 1701040107@stu.hrbust.edu.cn

Abstract:

English, as a universal language, has become a link between different cultures. English education has been revived and expanded in China since the country's reform and opening up in 1978. However, there are clear deficiencies in Chinese students' English language development, particularly in writing, due to flaws in the educational system and teaching strategies. Teachers have long paid attention to pupils' writing proficiency since it is critical to learning English. Teacher feedback plays an important role. Teacher feedback is an important measure in the teaching process, which is the assessment and response of teachers to students' learning situations, learning outcome outcomes, and learning motivation. It can help teachers understand students' learning situations, adjust teaching strategies in time, and promote students' progress. Proper feedback helps students improve their writing. This paper systematically reviews recent studies on the impact of teacher feedback on junior middle school students' English writing, aiming to explore how different types of teacher feedback and their frequency affect students' writing ability, writing attitude, and writing process. Based on the systematic analysis of the existing literature, this paper aims to provide suggestions for junior high school English teachers to optimize feedback strategies to improve students' writing levels and facilitate readers to quickly understand the field.

Keywords: Teachers' feedback; English writing; middle school students.

1. Introduction

Chinese children from primary to junior high school possess a solid basis in English, but their writing is severely lacking. The new English curriculum standard for 2022 requires middle school students to use correct words, sentence patterns, and tenses when writing. Through written discourse, students can describe and introduce people and things, express personal views, have clear meaning, and have smooth discourse. However, many surveys and studies have found many problems in the writing of most junior middle school students, such as chaotic structure and many language errors. Therefore, how to promote the development of students' second language writing has gradually attracted the attention of scholars. According to some academics, feedback is crucial for standardizing the writing process, creating a scaffold for students' writing, and encouraging the growth of their second language writing [1]. Teacher's correct guidance and feedback are particularly important. Feedback is one of the most powerful influences on learning and achievement, but this influence can be positive or negative [2]. In junior high school edu-

cation, there are mostly boring grades. Few teachers make reasonable evaluations of students' writing, how to improve it, how to give feedback correctly, teachers' understanding of feedback, and various types of feedback, such as written feedback, oral feedback, wrong feedback, direct feedback, and indirect feedback. Teachers' feedback plays a key role in students' English teaching. The development of China's English education system is still imperfect; teachers' feedback is not mature, and students still do not take the initiative in English learning, which will cause a series of contradictions and problems. Therefore, how and when teachers give feedback, the form and content of feedback have aroused the attention of researchers at home and abroad and have formed a wealth of research results. This paper aims to review and analyze the influence of teacher feedback on junior middle school students' English writing.

2. Definitions of Teacher's Feedback

It was not until 1978 that Chinese English education began to have detailed descriptions of professional levels and listening, speaking, reading, and writing skills. It

began to have requirements on teaching content, teaching principles, and methods. Although today's students have a basic grasp of English, English writing still has big problems. Even though domestic English writing research has made significant progress since the People's Republic of China was founded in the areas of writing curriculum, academic writing, writing discourse, technical application, and writing feedback, many issues, including inappropriate writing structure and poor topic selection, have become more evident for younger students. It has everything to do with teacher feedback. More importantly, teacher feedback can improve the text structure and grammar of junior high school students' English writing so as to promote the improvement of students' English performance [2]. In teaching practice, teacher feedback is regarded as a key factor in improving students' English writing level. Teacher feedback can help students identify and correct mistakes in language use and guide students to make continuous progress in expression and thinking. However, the current research on the influence of teacher feedback on junior middle school students' English writing is still insufficient, especially the comparison and analysis of different types of feedback. Therefore, this review aims to systematically examine the existing literature, explore the impact of teacher feedback on junior high school students' English writing, and propose relevant implications and suggestions.

3. Direct Feedback and Indirect Feedback

Both domestically and internationally, the topic of teacher feedback has attracted a great deal of attention and study, and renowned academics and research organizations have made significant contributions to it. Teacher feedback research mainly focuses on the advantages of teacher feedback and the impact of students' corresponding feedback on writing. Proper feedback helps students improve their writing. Teachers' corrective feedback can be divided into direct and indirect [3]. The study and report of Ferris and Helt show that indirect feedback is more effective, while Chandler reported that direct feedback is more effective [3]. Xu Shanshan's research found that both direct and indirect feedback can attract students' attention [3]. What is the optimal solution for teacher feedback? When a teacher gives pupils direct feedback, they point out their errors and offer suggestions for fixing them. Because it is targeted and detailed, this type of feedback can help students identify and fix grammatical faults quickly, ultimately improving their language proficiency. Yet the disadvantage is that it may cause students to be lazy thinking. Indirect feedback allows students to find and solve language

problems by raising questions and guiding thinking. This feedback emphasizes students' independent learning and thinking ability cultivation, which can stimulate students' learning interests and creativity. This is the most straightforward form of indirect feedback, but it has a drawback in that the language corrective effect is gradual and rather indirect. As Hattie puts it, feedback is one of the most powerful influences on learning and achievement, but that influence can be positive or negative [1].

There are some differences between China's education system and foreign countries. According to the domestic environment, Yang Li conducted a questionnaire survey, student interview, and writing feedback experiment, and the results showed that students used direct feedback for composition grading. The feedback strategy that integrates peer feedback and teacher feedback has a greater effect on correcting the specific misalignment and the overall composition level of students than the single teacher feedback, and peer feedback can improve students' confidence and enthusiasm in English writing [4]. This paper confirms the importance of instructor input on writing, even though it diminishes it slightly. Teachers' feedback is authoritative and professional, and junior high school students are more willing to accept direct feedback from teachers, pointing out mistakes and providing correct answers. Students prefer traditional teacher feedback, which is intuitive, concrete, implementable, and welcomed by students. Therefore, English teachers cannot give up traditional teacher feedback [5]. Communication with students is equally important; there is an interdependence between the quality of feedback and the teaching dialogue, and there appears to be difficulty in promoting internal feedback and self-regulation that supports students. Engaging in extended feedback conversations in the second language (L2) appears to be a core challenge for English as Foreign Language (EFL) teachers, and the findings provide knowledge for teacher education and for teachers to facilitate student learning [6]. At the same time, teacher feedback helps students advance the writing process, promotes reflection and revision, and makes students better understand.

4. Influence of Teacher Feedback on Students' Emotions

In Zacharias' research study, the author proposed that teacher feedback greatly impacts students' emotional state, which affects their emotions and indirectly affects their learning, especially their motivation and attitude toward writing [7]. For example, if the feedback is very harsh and stuffy, the student may be resistant and have an aversion to writing. Moreover, teachers and students have a clear preference for teacher feedback. The respondents' high

preference for teacher feedback is mainly due to the respondents' positive attitude towards teacher feedback [7]. Different students have different preferences for teacher feedback. The participant approach triangulation is used in Zacharias's present work. Based on the collection of qualitative data and questionnaires from both teachers and students, the study discovered that students value direct and precise feedback from their teachers since it aids in the process of revision. Teachers' feedback is authoritative and professional, so students accept and modify it after getting the teacher's feedback. However, the interaction between teachers and students is not enough in this process. In addition to the students with outstanding problems, the teachers will give interviews, and other students can only see the teachers' written feedback. Even if they do not understand or do not agree with the teacher's feedback, most students are unwilling to communicate with the teacher because of their nervous mental status. However, this is unsuitable for junior high school students with weak self-awareness. According to Radecki's study, students' emotional responses include accepting feedback, rejecting feedback, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. Some of the emotional responses can be attributed to harsh criticism and poor communication among students, and the study also showed that emotional responses can affect students' understanding and use of written direct feedback from teachers [8]. Directly speaking, students' emotional responses can affect the quality of feedback.

Positive feedback will affect students' thinking patterns differently, and different ways of criticism will have the same effect [9]. How teachers give feedback indirectly affects students' emotions and then affects students' writing learning. Evaluating students' compositions and improving their writing ability is a complicated process. The teacher should ensure the quality of feedback, whether direct or indirect and at the same time, find a balance between affirmative and negative feedback so that students are willing to accept the teacher's feedback. Good feedback can stimulate students' interest and motivation in learning and make them more actively involved in the learning process. When students receive positive feedback, they feel recognized for their efforts to face learning challenges more confidently and continue striving to improve themselves. These studies provide important references for researchers to understand the latest progress and research methods in the field of teacher feedback, and the most important thing at present is how to give feedback correctly and reasonably. School feedback systems aimed at improving teacher teaching and learning must be based on the analysis of teacher and learner data derived from assessments and tests to take into account the strengths

and weaknesses of the target group and improve or develop in the right direction and in an effective way, which guides students to revise [10].

5. Suggestions

How can teachers effectively give feedback? Some of the methods can be summarized above. First, regular feedback is needed for students' repeated language mistakes. Junior high school students are less self-conscious and receptive than senior high school and college students, so teachers should give feedback and suggestions repeatedly to help students reflect and understand. Personalized feedback and guidance based on students' learning levels and characteristics. Teachers can adopt different feedback strategies and methods for students with different degrees and abilities to achieve the best teaching results.

Secondly, teachers should pay attention to students' emotional responses and give reasonable and appropriate feedback. Some students are quite emotional, and improper use of feedback language may lead to students' weariness and rebellious psychology. Only appropriate affirmation and criticism can make students more willing to accept teachers' feedback. In addition to pointing out students' mistakes and shortcomings, teachers should give students positive affirmation and encouragement to enhance their self-confidence and learning motivation. Positive feedback can stimulate students to participate more actively and improve learning results. Finally, it is necessary to give diversified feedback suitable for students and appropriate to the symptoms, such as guiding students to revise the essay (indirect feedback) or directly asking for revision (indirect feedback). Diversified feedback can also promote the overall development of students' writing [11]. Simultaneously, educators can communicate frequently with students to comprehend their learning environment and requirements and promptly modify their teaching methods.

6. Conclusion

Based on a thorough investigation and evaluation of pertinent literature, the following findings regarding how teacher feedback affects junior middle school students' English writing can be made. First and foremost, teacher feedback greatly impacts junior high school pupils' English writing. Not only may constructive criticism identify students' errors and inadequacies in their writing, but it can also offer targeted advice and recommendations to raise students' writing proficiency. This feedback can offer direction on text structure, logical coherence, and language expression, in addition to assisting students in recognizing and fixing grammatical and spelling mis-

takes. Secondly, the way and quality of teachers' feedback directly affect students' writing progress. Positive and constructive feedback can stimulate students' interest in writing and improve their writing confidence. Conversely, unfavorable remarks might demotivate kids and make them reluctant to write. In contrast, negative, critical feedback may discourage students and even cause them to resist writing. To ensure that feedback is both helpful and well-received by students, teachers should consider the language and method they choose while giving it. Furthermore, the study discovered that the regularity and promptness of teacher feedback also influenced students' writing progress. Regular and timely feedback may improve Students' writing skills since it helps them see and correct problems early on. However, while the importance of teacher feedback is widely recognized, there are still some problems in practice. For instance, due to time or energy limits, some teachers might not be able to provide adequately thorough and precise feedback. Furthermore, there is a chance that some pupils won't comprehend or pay enough attention to the teacher's evaluation, which would significantly lessen its impact. To sum up, teacher feedback significantly impacts junior middle school students' English writing. Teachers must pay close attention to the kind, caliber, frequency, and promptness of feedback from students and their acceptance and comprehension to fully realize the beneficial role that feedback plays. Future research could further explore how to optimize teacher feedback strategies to better promote junior high school students' English writing development.

References

- [1]Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- [2]Peng, K. (2023). Action research on the influence of teacher feedback on junior high school students' English writing. Master's Thesis, Yangtze University.
- [3]Xu, S. (2019). An attentional study of English writing teachers' feedback comments. *Journal of Jiamusi Vocational College*, 11, 187-188.
- [4]Yang, L. (2023). A study on the effect of the integration of teacher-student feedback on junior middle school English writing teaching. Master's Thesis, East China Normal University.
- [5]Wu, R. (2023). A study of attitudes towards teacher feedback and online feedback in English writing teaching. *Overseas English*, 23, 115-117.
- [6]Vattøy, K. D., & Gamlem, S. M. (2020). Teacher-student interactions and feedback in English as a foreign language classroom. *Cambridge Journal of Education*, 50(3), 371-389.
- [7]Zacharias, N. T. (2007). Teacher and student attitudes toward teacher feedback. *RELC Journal*, 38(1), 38-52.
- [8]Radecki, P. M., & Swales, J. M. (1988). ESL student reactions to written comments on their written work. *System*, 16(3), 355-365.
- [9]Huang, M., Zhang, J., & Xu, P. (2022). Implement high-quality teacher feedback to promote the development of students' growth thinking mode. *Educational Observation*, 29, 101-104.
- [10]Panhoon, S., & Wongwanich, S. (2014). An analysis of teacher feedback for improving teaching quality in primary schools. *Procedia-Social and Behavioral Sciences*, 116, 4124-4130.
- [11]Brown, G. T., Harris, L. R., & Harnett, J. (2012). Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being. *Teaching and Teacher Education*, 28(7), 968-978.