

The Role of Teacher Feedback and Peer Feedback on the Promotion of High School Continuous Writing

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Abstract. The continuous writing requires students to continue to write a reasonable ending according to the meaning expressed in the original text, focusing on examining the students' divergent thinking and innovation ability. It seems that teachers provide students with the opportunity to write after reading, which can promote the overall improvement of students' language expression and thinking ability. The purpose of this paper is to study the effect of teacher feedback and peer feedback on the promotion of high school continuous writing. The main purpose of this paper is to study whether the classroom teaching mode of high school continuous writing can improve students' writing level and stimulate students' interest in writing, and how to use this mode. This research uses the experimental method and the questionnaire survey method to collect data, analyze the problems existing in the teaching mode of reading and writing, and understand students' views on reading and writing. By analyzing the data, 90% of the students in the experimental class needed the help of their peers in writing, which demonstrated the feasibility of teaching writing after reading.

Keywords: Teacher Feedback, Peer Feedback, High School English, continuous writing.

1. Introduction

The new type of writing questions is both an opportunity and a challenge for the majority of foreign language teachers in front-line middle schools. From the perspective of opportunity, continuing to write this type of question can improve the logic and application ability of teachers and students in their own English writing expression [1-2]. As for the challenge, many teachers are at a loss when they are faced with this type of question at the beginning. Teachers need to do a lot of preparation and training after class. For students, teachers choose authentic and moderately difficult learning materials in the usual training of reading and writing., students can not only learn rich language expressions, but also cultivate students' self-confidence in writing [3]. If teachers apply it reasonably and properly in the classroom, it can not only improve the ability of teachers and students to analyze the text, but also improve the writing level of students. In recent years, the new writing question type of reading and writing has received more and more attention. It can be predicted that reading and writing will be a future development trend in the reform of foreign language basic education in my country [4-5].

Writing after reading is a question type that examines students' comprehensive use of language. The content of continuing writing requires students to have a full understanding of the meaning of the English text they read, and to match a solid vocabulary and reading skills [6]. Gazu K A examines the experiences of some English as a Second Language (ESL) students when reading and subsequently writing literary texts. The data is analyzed using a constantly comparative approach to continually saturate emerging codes, categories, and follow-on topics by collecting new data from the field. Findings suggest that some ESL students rely heavily on Internet summaries and analysis of collective works to reduce the length of literary texts and the complexity of the language used—a practice that has both positive and negative effects [7]. Shara A M investigated the correlation between reading literacy and ability to write visual texts in SMP Negeri 1 Pematangsiantar grade 7 students. 133 respondents from a population of 200 were randomly selected using a simple random sampling technique. The hypothesis is H1, that there is a correlation between reading literacy and ability to write visual text, and H0 that there is no correlation between reading literacy and ability to write visual text. The research results show that the correlation coefficient between the two variables

is $r=0.91$, indicating that there is a strong correlation between reading ability and writing visual text ability [8]. Writing after reading plays a pivotal role in improving students' comprehensive language use [9].

The theoretical significance of this research is mainly reflected in the application of the continuation theory to foreign language teaching, and the continuation is the teaching application of the continuation. The problem of "separation of learning and use and low efficiency" in foreign language reading and writing teaching, as well as related problems such as difficulty in writing and lack of imagination of high school students. Using teacher feedback and peer feedback to test the learning-promoting effect of reading followed by writing. If this method has an obvious effect on promoting learning, the majority of middle school foreign language teachers can apply it in the national high school classroom, which can further enrich and improve the theoretical system of the continuation.

2. A Study on the Effect of Teacher Feedback and Peer Feedback on the Promotion of High School Continuous Writing

2.1. The Principle of Promoting Learning by Writing Questions after Reading

When learners encounter some good words and sentences in the process of reading the raw materials, they can imitate and apply them in subsequent writing, which not only enables students to imitate and use language creatively, but also makes them full of sense of achievement, and the given text helps students self-correct. Since the original text provided is an excellent example of the correct use of language, students are able to make comparisons to check whether they have made certain mistakes in the writing process [10-11]. Therefore, through the above detailed analysis, we can draw the following conclusion: as a new writing form combining reading and writing, reading followed by writing is superior to the traditional result-based teaching method to a certain extent, it can not only cultivate students' thinking ability and creativity, and can improve students' learning ability, learning motivation and interest [12-13].

2.2. Suggestions for High School Continuous Writing Teaching

(1) Strengthen the guidance of students' continuous writing strategies

Teachers should provide abundant opportunities to continue writing and encourage students to continue writing after class [14]. Reading followed by writing is the best way to help language learners and the original author to collaborate in both directions, and it is also an important way to improve language acquisition. The task design with "continuation" is very critical [15]. In addition to reasonably arranging the task design with "continuation", teachers should also arrange a certain reward mechanism to encourage students to carry out more continuous writing training after class and group them reasonably, arrange group leaders to play a supervisory role, and arrange for the whole class to continue after class. It is better for teachers to provide targeted guidance based on students' feedback on continued writing [16].

(2) Adjust the arrangement of teaching links

In the continuous writing micro-skills class, while combining sentence pattern imitation, teachers should emphasize the synergy between the content of the continuation writing and the plot of the previous story. At the same time, imitation should also fully allow students to release their imagination and cultivate innovative thinking ability. When students use micro-skills to express, teachers can appropriately list some commonly used expressions, and examine students' flexible use of vocabulary by using vocabulary to complete sentences, so as to master the richness of language use [17].

(3) Continuing to write the ending of the story requires the writing of multiple endings

Guiding teachers should give students a certain space for development in the direction of the plot of the story. Wang Chuming once pointed out that the primary advantage of reading and writing is to

release imagination and cultivate students' innovative thinking ability [18]. The same story has different characters in different readers, so the same story should have different endings in the hands of different authors. If the teacher draws the parabolic and solidified thinking mode of the plot line for the students for each story, then the ending of the continued story will be based on the same tone, and the students' own thinking will be greatly affected and even thinking. Constrained and contrary to the learning-promoting advantage of continuation writing, students' continuation of the end of the story is not only about language synergy, but also a written expression of innovative and imaginative thinking.

3. A Survey and Research on the Effect of Teacher Feedback and Peer Feedback on the Promotion of High School Continuous Writing

3.1. Research Objects

The subjects involved in the research are students from a middle school in M province. These students are from Class 7 and Class 8 of Senior Three. The average scores of the two classes in this final English test are basically the same, as shown in Table 1. Both classes are taught the same teaching content by the same teacher this semester. Class 7 consists of 40 students. As an experimental class, the teaching method of peer feedback learning is adopted. Class 8 is also composed of 40 students. As a control class, traditional teaching methods are adopted. The age range of students in both classes is 16-18 years old. They have been studying English for 9 years and have also been exposed to new questions for a year. Therefore, they have basic continuous writing skills, and they urgently need to improve their reading and writing skills, as shown in Figure 1.

Table 1. Basic information and English proficiency of the students in the control class and the experimental class before the experiment

grouping	average age	number of students	Average score (out of 150)	passing rate (%)	Excellent rate (%)
Experimental class	18	40	95	78	6
control class	18	40	96	77	10

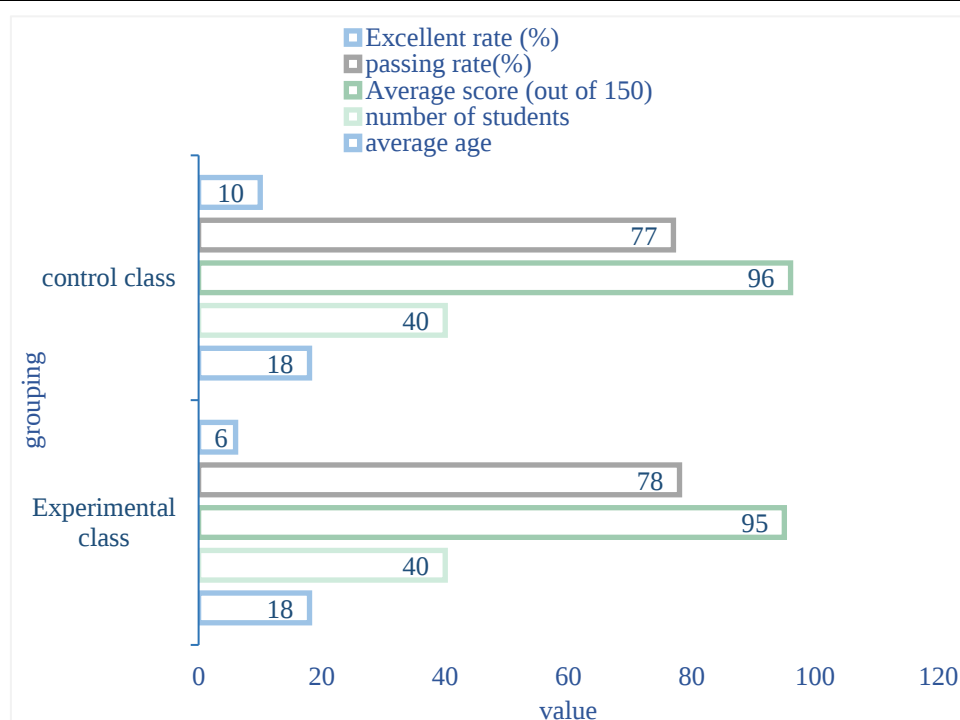


Figure 1. Basic information of the research subjects

3.2. Partner Matching

In order to effectively reflect the role of peer feedback strategy, the scope of partner matching should not be too large, and learning in groups of two will be the most effective form. So, in group A, the top-performing student is paired with the second-best performing student, the third-ranked student is paired with the fourth-ranked student, and the rest of the groupings are done in the same way, for a total of 6 pairs. There are 9 pairs in group B, 10 high-level students and 9 low-level students. The average difference between the two sides is about 3 points. Group C, all students at the low level, were also matched based on their scores, matching the highest-achieving student with the second-best student until the match was complete.

3.3. Questionnaire Survey

Questionnaire survey is an effective tool to better understand the current situation of research objects and collect information. In this study, two questionnaires were designed before and after the experiment: (1) students' attitudes towards peer feedback strategies and continuous writing tasks, students' own continuous writing ability, (2) students' attitudes toward peer feedback strategies in continuous writing teaching effect. In order to make the research more systematic and the experiment more convincing, this research adopts both qualitative and quantitative research methods, including two questionnaires (before and after the experiment), two tests (pre-test and post-test) and one interview. In addition, other tools such as SPSS 17.0 and Excel were used in the study.

4. Analysis and Research on the Role of Teacher Feedback and Peer Feedback on the Promotion of High School Continuous Writing

4.1. Teacher Feedback

There are various methods for teachers to teach reading and writing. As shown in Figure 2, 60% of teachers will often analyze and comment on good texts in class; 55% of teachers will often let students do writing training after class, and 30% of teachers Students will be able to recite excellent resume writing model essays to increase language accumulation and input. From organizing whole-class discussions or group discussions to training methods, composition correction, and language input, all reflect the washback effect of the new question types on teachers' writing teaching methods. Writing improves the efficiency, but in the way of correcting the composition, the frequency of mutual approval of students is not high, which shows that the mutual approval of peers has little effect on the improvement of writing level, as shown in Table 2.

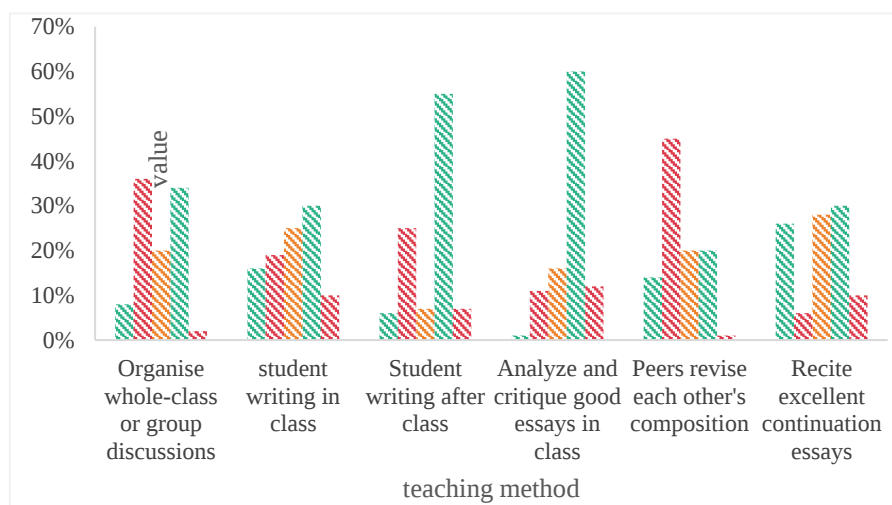


Figure 2. Teaching method of writing after reading

Table 2. Teacher feedback

teaching method	never	rare	sometimes	often	always
Organise whole-class or group discussions	8%	36%	20%	34%	2.00%
student writing in class	16%	19%	25%	30%	10%
Student writing after class	6%	25%	7%	55%	7%
Analyze and critique good essays in class	1%	11%	16%	60%	12%
Peers revise each other's composition	14%	45%	20%	20.00%	1%
Recite excellent continuation essays	26%	6%	28%	30%	10%

Here are the results of the interview on what you think students are having difficulty reading and writing:

Through communication with the sample teachers, most teachers believe that students have indeed encountered various difficulties when facing the new reading and writing test types. According to the teacher's point of view, the main difficulties encountered by students in the process of practicing continuous writing are four factors: the direction and content of the continuous writing, the reading and understanding of the original text, and the degree of cohesion with the first sentence of the paragraph.

Among these main difficulties, how to find the idea and direction of continuing writing on the basis of the original text is considered to be the biggest difficulty encountered by students. Some teachers from regular high schools added that other factors, such as vocabulary and grammar, were also difficult for students to deal with, especially those with less proficient English.

4.2. Peer Feedback

When encountering problems with reading and writing, more than half of students in both classes prefer to use a dictionary, only 1% prefer to ask teachers for help, and 33% prefer peer feedback strategies, some even choose to give up. In the classroom activities, a very small number of students will interact with other students, and most of the students still solve problems by themselves.

The students of the two classes basically do not have fixed learning partners in their daily learning, and a small number of students will learn from other students in the learning process. At the same time, 90% and 81% of the students in the experimental class and the control class needed peer help in writing, respectively. From this part of the data, it can be found that in the process of completing the current reading and subsequent writing tasks, there are few partners in cooperative learning, and both classes have a great demand for learning partners, hoping to have a fixed partner in learning.

5. Conclusion

This research mainly discusses the influence of the post-reading writing teaching mode on the English writing level and attitude of senior high school students in the basic education stage, and the research has achieved some results. Restricted by objective conditions, the research inevitably has some deficiencies, which are summarized as follows: (1) The experimental period is short. The experimental research time is nearly one semester, and the time to verify the classroom teaching mode of reading and writing is not enough. If you want to obtain more scientific and meticulous research data, it is recommended to extend the experimental time. But if the experiment time is too long, it will cause inequity in education. Therefore, if the experimental research in this area is continued in the future, the author will maximize the improvement of each experimental link. (2) The experimental subjects are limited. The subjects of this experiment are two classes taught by the author, and the scope is limited. In addition, the teaching research during the experiment was designed and completed by the author alone, which lacks certain scientificity and rigor. I hope to further improve the research topic with other colleagues.

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