

The Influence of Middle School Students' Feedback Literacy in English on Teachers' Teaching

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Abstract. This article aims to review student feedback literacy and its influence on middle school English teaching in China. By reviewing relevant literature, it was found that the theory of student feedback literacy originated in 2012 and is mostly studied abroad, while the theoretical research in this field in China is not so deep. This theory emphasizes the connotation of students' feedback literacy and how students can improve themselves by receiving feedback. In China, some researchers have proposed a localized feedback literacy measurement model, but there are also a series of theoretical frameworks to be studied, such as the man-machine collaborative feedback model and teaching intervention mechanism. In the future, researchers should continue to deepen research on feedback literacy theory, clarify the localization connotation of Chinese students' feedback literacy, promote students' independent development, and integrate it into the feedback system of technical support. This article is helpful in understanding the current research status of student feedback literacy theory and its impact on middle school English teaching.

Keywords: student feedback literacy; English teaching; middle school.

1. Introduction

Feedback is an indispensable part of teacher teaching and an important factor affecting students' academic performance. Feedback literacy is an emerging concept proposed by Sutton in 2012, including student feedback literacy and teacher feedback literacy [1]. Student feedback literacy refers to the understanding, ability and character required by learners to receive feedback information and use it to strengthen learning strategies, which puts forward higher ability requirements for learners [2]. With the increasing attention paid to the "learning-centered" education philosophy, the old-style one-way feedback mainly by teachers has been improved, and the relevant research on feedback with students as the main body has increased. At present, most studies focus on the feedback literacy of undergraduates, and there are few studies on the feedback literacy of middle school students. This article investigates two research questions. The first is the current research status of feedback literacy, and the second is the impact of middle school students' feedback literacy on teacher teaching. This article explores the impact of students on teacher teaching under four interacting elements.

2. Previous Research on Feedback Literacy

2.1. Three Dimensions of Feedback Literacy

From the perspective of academic literacy, Sutton defines feedback literacy as the ability to read, interpret and use written feedback [1] (see Table 1).

Table 1. Three dimensions of feedback literacy [1]

Dimension	Interpretation
Epistemology	knowledge acquisition
Ontology	learners' participation & high self-efficacy
Practice	take action

2.2. A Case Study of Teachers' Feedback On Peer Feedback

Han Ye & Xu Yueting conducted a case study of three Chinese master's students with different writing abilities who participated in academic writing courses [3]. In this instance, the course instructor used a process writing method and led three rounds of peer review exercises in class, with varying themes based on the material covered in class [3]. Teachers gave written feedback on the peer feedback at the end of the second round [3]. Depending on learner characteristics such as language proficiency, beliefs, and motivation, teacher feedback on peer feedback has been found to have varying effects on individual students [3]. For example, the student Spring has limited motivation and never pays attention to the teacher's feedback on her feedback [3]. As a result, her early problems with peer feedback often reappeared, and in the second round of feedback, she left vague and general feedback to her peer "not very convincing" [3]. The teacher replied that it might be better if she could explain why [3]. Because of her neglect, she made the same mistake in the third round of feedback to her partner [3].

2.3. The Summarize of Feedback Literacy at Home and Abroad

Dong summarized three research directions in the field of feedback literacy from 2012 to 2020: 1) Research on students' perception of feedback; 2) Research on strengthening learners' ability to use feedback to promote their development; 3) Analysis and research on students' feedback texts [4]. There are also six conceptual models and five development mechanisms, which make a very comprehensive review of feedback literacy [4]. She puts forward prospects for the research on feedback literacy in China, advocating that researchers start from multiple aspects such as the connotation and development of students' individual feedback literacy, teaching intervention mechanism, student feedback literacy and characteristic model [4].

According to the current research on feedback literacy, feedback literacy is gradually attracting the attention of researchers, starting from the proposal of Sutton in 2012, and entering the outbreak period in 2018 [5]. As of August 2022, a total of 57 papers have been published, but only 4 of them are in Chinese, indicating that the research on feedback literacy in China is relatively lagging [5].

3. Theoretical Framework

Carless and Boud pointed out that students' feedback literacy includes understanding what feedback is and how to manage it effectively; Ability and character to use feedback effectively; And appreciating the role of teachers and themselves in these processes [2]. However, the existing problem is that students' feedback literacy is generally low. It is not enough for teachers to output feedback and comments blindly. Students must take action to improve their learning. Carless & Boud proposed four characteristics of student feedback literacy as a framework for student feedback literacy: Perceiving feedback; Making judgments; Emotion Management; Taking action. Through two concrete examples, peer feedback and example discussion, this paper discusses the four elements of how to stimulate students' feedback literacy [2].

4. Impact

4.1. Perceiving Feedback

Carless and Boud pointed out that perceived feedback means that students need to recognize the connotation and value of feedback and be able to appreciate the positive role of feedback in their learning process [2]. In English, students need to perceive the "feedback" from their English teacher or peers, such as the teacher's face-to-face improvement suggestions in the post-exam score exchange and the peers' suggestions in the English composition mutual revision. Students need to recognize the value of such feedback, such as "The teacher said that I did not master the words well in class, so I did not get a high score in the word-filling problems." "I did not understand, because I thought I had memorized all the words I should have, but when the teacher checked, I found that some English words were polysemous, and I had cut corners and memorized less". After receiving the feedback perception shared by students, teachers will redesign and improve their original feedback [6]. For example, a high school sophomore commented on the teacher's feedback on her test score:

My teacher told me that I need to strengthen my knowledge of grammar and reduce grammar mistakes. However, I do not know how to improve my grammar, I hope the teacher can tell me what I should do specifically, or can recommend me some books to improve my grammar.

In this way, teachers will improve their own feedback design and be willing to provide more constructive feedback.

When giving initial feedback, students receive external information, and then evaluate and give feedback on the basis of understanding [7]. In the foreign language class, students receive feedback from their teachers on their answers, such as "Excellent!" "You did a great job!" "Maybe you can think twice..." According to this, students can perceive whether the teacher's feedback is positive or negative. Or students' feedback on classroom exercises after receiving the new words and grammar taught by the teacher in this class. The student's perception of the information in class will affect the teaching method or progress of the teacher in class. If the teacher checks the students' practice in class and finds that most of the students are wrong in a certain question, then the teacher will pause the next talk and focus on the grammar point to which the question belongs. Students perceive that this is the teacher's feedback on the classroom practice, and will realize the importance of this grammar point, and the teaching efficiency of teachers will be improved.

Each student's ability to perceive feedback is different. Students should be able to actively perceive and even "appreciate feedback" [4]. In reality, students pay more attention to the feedback given by teachers with clear direction, and pay less attention to other forms of written feedback. This will have a certain negative impact on teachers' teaching, because it is likely to make teachers need to "command" students, students do not take their own initiative, and the "teacher-centered" role status of teachers cannot be changed.

4.2. Making Judgments

Carless and Boud pointed out that making judgments refers to students' ability to make decisions about the quality of learning for themselves and others [2]. In English subjects, students are often faced with the moment of judgment, such as composition assessment, homework self-grading and cross-grading, and self-reflection in test papers. When students make evaluations, teachers will give them a criterion, similar to reference answers, essay score paragraph reference standards, test scores and lost points analysis. When students grade objective questions by themselves, there is a situation worth discussing. As some students will say "I was careless about this question, I can clearly make it!" "I want to choose C but write B" and such inner activities, especially encountered the teacher lets the wrong students raise their hands. Then some students will deceive themselves, do not raise their hands at the same time to comfort themselves, I should have been right. This is a sign that students are not responsible for the judgments they make. In this kind of students, such a situation will make the teacher can not see the real situation of the students, thus affecting the teacher's understanding of

the student's learning. However, the good news is that responsible teachers often do not take homework self-approval, except when there are particularly many teaching and research tasks, time is tight and the number of students is relatively large. English composition assessment is very common in middle school English classes. English composition assessment time is long, but teachers must often grade many students' compositions before the next assessment class every other day or even every other noon. Therefore, many teachers will use the method of telling the main points of the composition while grading each other. However, students tend to prefer descriptive quality standards, and when the judgment standards are too dense and abstract, it is difficult for students to make judgments [2]. Therefore, teachers need to pay attention to the writing judgment standards they give students. For students, the "logical clarity", "hierarchical" and "able to express the main points more accurately" expressed in the composition reference piecewise quantization table are relatively abstract, and they do not have the experience of grading essays for years like teachers, nor do they have the thinking of grading essays. Teachers need to explain to students in plain language to improve their ability to respond to peer feedback. In addition, students can be encouraged to share their feedback views with their peers and make comparisons, so that students can easily make correct judgments and have the ability to judge their own performance or that of others [2, 6]. In this way, teachers can understand the changes of students' feedback and evaluation ability through repeated student feedback comments.

4.3. Emotion Management

Emotion refers to feelings, emotions, and attitudes [2]. Feedback frequently elicits defensive responses from students, particularly when it contains critical remarks or results in poor grades [8]. The impact of this kind of critical feedback can be either beneficial or bad, contingent upon several variables such as the student's motivation, sense of self-efficacy, and capacity for healthy emotional regulation [9]. Students with strong emotional management tend to show a good sense of self-efficacy. They have a clear cognition of their academic performance, clear learning motivation, and can timely adjust their emotions in the face of critical feedback. Such students are the "reassurance" for teachers in the teaching process, and teachers need not worry too much about their emotional state. But for students with lower academic performance. Their own sense of self-efficacy is not very high, such students' emotions need timely and effective treatment by teachers. The tone of feedback is one of the most critical aspects of how students respond to feedback [10]. In the face of students with poor academic performance, such as words can not be read, not familiar with the back, and grammar is not firm, teachers should pay attention to their tone when communicating with them, usually in the face of a soft tone, rigid and soft teachers, students will not have a particularly negative emotional state. The stable emotional state of students is an important factor for teachers to focus on their own teaching design without distraction, and it is normal for students' emotional state to fluctuate after teachers' feedback, which means that teachers' feedback has played a role, but when students have excessive emotions, teachers need to manage and adjust their feedback methods.

4.4. Taking Action

Feedback literacy requires learners to act on the comments they receive [1]. To close the feedback loop, students must actively participate in comprehending the material and applying it to their subsequent work [11]. The process evaluation or learnability feedback given by teachers can help students maintain the orientation and continuity of learning to support students' acquisition of metacognition [12]. Metacognition is students' monitoring of cognitive activities such as perception, memory, thinking and imagination in their own learning, which supports students' independent learning. Teachers need to pay attention to whether the feedback they provide for students is operable and provides guidance for students to take action. At the same time, when the teacher sees the students' actions in response to the feedback, it is helpful for the teacher to record the students' learning situation, so that the teacher can better understand the students and give timely encouragement or praise to the students' learning. For example, when the teacher sees the recent progress of the students in English writing, from the initial 10 mistakes, after the teacher's face-to-

face feedback and the students' hard recitation, the current improvement has been maintained within 5. The teacher saw the student's progress in writing and praised the student in class. Teachers seize the progress of students in time to praise the move, and encourage students to continue to act.

5. Conclusion

Based on the current situation of middle school education in China, teachers' feedback mostly occurs in the learning terminal, such as homework correction after class and final assessment. However, students can perfunctorily revise their homework and do not have to face teachers after the final exam. As a result, teachers' feedback effect is negligible, and students' feedback quality cannot be exercised and improved. Therefore, teachers need to integrate feedback into the teaching design, create feedback situations, such as a relaxed classroom atmosphere, group discussion with questions, brainstorming of composition ideas, etc., give the feedback process attributes, and always pay attention to what stage students are in after the feedback is sent. In addition, students' feedback literacy varies from high to low, and students with good academic performance do not necessarily have high feedback literacy. Teachers should carefully observe students' ability to use feedback and teach students according to their aptitude. At the same time, teachers should also improve their own literacy, policy-oriented, combined with their own teaching concepts, and cultivate students' feedback literacy in both directions.

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