

# Exploration of Multiple Feedback Paths in College English Writing Teaching in the “Internet +” Era

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**Abstract:** Efficient writing feedback can effectively promote the improvement of learners' English writing level. In the context of the “Internet +” era, the integration of intelligent feedback on the network platform, peer review and teacher feedback, and exploring multiple writing feedback paths can reduce the teaching burden of teachers and achieve twice the result with half the effort.

## 1. Introduction

English writing ability is an important measure of English proficiency, and it occupies an important position and proportion in various levels of examinations. Faced with a large class size, English teachers spend a lot of time and energy on correcting students' assignments, but the improvement of students' writing level is not obvious, often with half the effort. How to help teachers give feedback on writing more efficiently and improve students' writing level has become an important research topic for scholars at home and abroad. Writing feedback is the revised comments made by readers on the author's text. [1]In the teaching of English writing, writing feedback is of great significance. It can help learners find their own problems and deficiencies, correct them in time, and make progress. There are many ways to categorize writing feedback, which can be divided into teacher feedback, peer feedback and network intelligence feedback according to the different feedback subjects. According to the feedback content, it can be divided into language form feedback and language content feedback; according to the feedback method, it can be divided into written feedback and oral feedback. [2]The writing feedback of college English teaching in my country is still mainly written by teachers. The feedback content is mostly embodied in language forms such as word spelling and grammar, which can no longer meet the requirements of college English teaching reform. The feedback path and mode are in urgent need of change.

## 2. Disadvantages of the Traditional Writing Feedback Model

### 2.1 Teachers Have Heavy Teaching Tasks

Most vocational English teachers teach four classes at the same time, with an average class size of about 50 students. In the teaching process of English writing class, for each writing assignment, English teachers have to pay great energy and time to correct students' compositions. Assuming that an essay is arranged, completed, and explained every two weeks, with 18 teaching weeks in a semester, the amount of homework corrections for teachers can reach 1,800. Coupled with heavy teaching tasks and scientific research tasks, teachers are often exhausted, and the quality of writing feedback is even more difficult to guarantee, which in turn leads to insignificant improvement in students' writing level and teaching results with half the effort.

### 2.2 Students' Learning Effect is Difficult to Guarantee

Due to limited time and energy, English teachers often make inconspicuous annotations in the process of written feedback, and the suggestions for amendments given are not specific and comprehensive enough. Some even just draw an underline in the question part and rush. When students see the composition that the teacher has corrected, they sometimes look blank and at a loss, but because of face, they dare not ask the teacher. Eventually lead to the failure of writing feedback.

Some teachers no longer check the students' revised manuscripts after giving comments for corrections. Students with poor learning consciousness do not pay attention to the feedback from teachers, and some do not even make changes. On the other hand, in order to reduce the burden of teaching, some teachers only randomly check some students' writing assignments, which makes students feel lucky, and some even fail to complete their writing exercises on time.

### **2.3 Students' Learning Initiative is Affected**

In the traditional writing feedback mode, the teacher is the only feedback subject and the absolute authority. [3] Teachers' feedback and information must be fully accepted by students. In the process of writing teaching, teachers are in an active position and students are in a passive position. In most cases, students' work is only handed over to the teacher for review and cannot be shared among the class. Therefore, students' enthusiasm for writing is suppressed and cannot be fully stimulated and mobilized. This will affect the improvement of writing skills.

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### **2.4 With the Help of an Intelligent Feedback Platform**

With the advent of the “Internet +” era, higher vocational English teachers should make full use of information technology and big data in the process of teaching reform to make writing teaching more intelligent and efficient. [4] The domestic intelligent English writing feedback platform “Juku Pianjiao.com” can become a powerful helper for higher vocational English teachers' writing teaching. The teacher first registered as a teacher to log on to the writing platform of Pianjiao.com, and set up his own class. After the class is established, the composition topic can be assigned, and the system will automatically generate the composition number. Teachers only need to send the composition number to the students they teach. After registering and logging in to the platform, students can find writing tasks based on the composition number and join the corresponding class. After students receive the writing task, they begin to write. After the writing is completed, the electronic version will be uploaded to the Pianjiao.com platform. The system will provide real-time feedback. Students will revise the first draft based on the feedback information, and then upload it again until they are satisfied. Teachers can click on the “Growth Track” button to view the number of student revisions and understand the student's writing process. In addition, the Bianjiao.com system also provides a “shared question bank” for teachers. According to different teaching needs, different question bank content can be selected. Teachers can directly click on the “quote layout” option to release writing tasks. The question bank has various classification methods. According to the test type, it is divided into four levels, six levels, and postgraduate entrance examination, IELTS, TOEFL and other different writing question banks. According to different writing topics, it is divided into culture, life, economy, employment and education. According to different semesters, it is divided into college English, professional English, and higher vocational colleges.

Let's talk about the feedback content of “Paidai.com”. After the student submits the composition, the system will give immediate feedback. According to the writing situation, students will get an overall score intuitively, and the system will also give a summary comment based on the structure of the text and the characteristics of wording and sentence making. One point worth recommending for “Baidai.com” is that it compares the corpus with the student's composition and makes a sentence-by-sentence review. The review content includes the use of punctuation, word spelling, use of conjunctions, and grammar judgment. In addition, learning tips, recommended expressions, and related content of expansion and analysis will be given. Students will further consolidate and learn language knowledge while completing the writing task. The purpose of practicing combination. Of course, the smart review platform also has its limitations. For example, many times, it only pointed out the mistakes, but did not provide suggestions for corrections. The students were still puzzled about the mistakes they made and did not know how to correct them. In addition, the system sometimes produces misjudgments and missed judgments; there are situations in which some problems are judged incorrectly, and some problems cannot be found. Finally, the feedback given by Picai.com is mostly focused on word spelling, morphology, syntax, grammar and other micro-levels. It pays little attention to the overall structure, logic and writing attitude of the article,

so teachers still need to provide supplementary feedback. Teachers can use the “Quick Comments” window of the “Paidai.com” platform to input amendments to make up for the lack of intelligent feedback.

## **2.5 Peer Feedback, Group Cooperation**

After students make amendments based on the intelligent feedback from “Paidai.com”, teachers can group the electronic manuscripts according to the class size and publish them on the online learning platform. Students in the same group need to read the manuscripts of other students in the group and propose amendments. Of course, teachers can also teach in groups in a classroom environment, and students can circulate each other's manuscripts face to face, and propose amendments to the work of other students in the group. Through the teaching mode of group cooperation, students' participation is greatly improved, and learning enthusiasm and initiative are mobilized. By reading the work of others, you can broaden your horizons and learn different ways of writing and expression. While correcting the work of others, you also have higher requirements for your Basic English skills. The knowledge you have learned is consolidated and internalized in this process. 此外, On the other hand, young people generally have strong self-esteem. In order to show their excellent side in front of other students, students often take every composition assignment seriously, revise and deliberate repeatedly, and try to present the best side. Therefore, it promotes the improvement of students' writing level.

Of course, peer feedback also has its limitations. For example, the quality and level of feedback are often limited by the students' English level. In order to solve this problem, teachers should do a good job of demonstration and guidance. First, teachers can formulate evaluation criteria, such as grammar, structure, vocabulary, and topics. The details are as follows: (1) Grammatically, check whether the nouns are singular and plural, subject-verb agreement, inversion, subjunctive mood, verb form, clauses, etc. are used accurately and standardly. (2) On the structure of the article, check whether the structure of the article is clear and whether the division of each natural paragraph is reasonable. (3) In terms of vocabulary, check whether the wording is appropriate, whether it can reflect the diversity of vocabulary, and whether to use advanced vocabulary. (4) On the theme, whether it revolves around the central idea and whether the writing process has a good cohesion and logic. If it is an argumentative essay, whether the argument is sufficient and persuasive. Secondly, teachers can representatively select three types of assignments: excellent, medium, and poor, anonymously process the manuscripts, comment in class, and give students a demonstration. Students can imitate the teacher's practice and conduct mutual evaluation. Third, the teacher selects a student with a good English foundation as the group leader in each group, and conducts a second review and check on the students Hu Ping's manuscript to ensure the fairness of the evaluation.

## **2.6 Teacher Feedback and Finalization.**

After the first round of intelligent feedback from the “Paijiao.com” and the second round of peer evaluation in the group, the students handed over the revised assignments to the teacher. The teacher will make a final judgment on the doubts and disputes in the previous two rounds of feedback, and propose amendments. Another irreplaceable role of the teacher is to have an overall grasp of the fluency and logic of the theme, layout and structure of the students' assignments, and put forward constructive opinions. In the end, the teacher gives the final scores for the students' work, and classifies the students' work, selects outstanding work, reads and shares them in class, so that students can learn from them, and find some common mistakes for poorly written manuscripts, Explain in class, remind students not to make the same mistakes. It is also worth mentioning that teachers can sort, classify and save each student's composition to form a composition library. It can be used as an auxiliary resource for the teaching of composition on the same subject in the future, and can also be used for the next students to taste and learn.

## **3. Conclusion**

Under the background of the “Internet +” era, higher vocational English writing teaching should

conform to the trend of the times, change the traditional single teacher feedback model, use the convenience brought by big data and information technology, reform the English teaching model, and form a set of intelligent feedback, peers Feedback, the process of multi-manuscript writing feedback teaching mode combined with teacher feedback.

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