The Impact of Feedback Strategies of Primary School English Teachers on Students

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Abstract: Based on the feedback strategies employed by primary school English teachers in classroom contexts, this paper analyzes the management methods displayed in the teaching processes from the perspective of teachers, aiming to find out whether these feedback strategies have a positive effect on students' learning.This paper adopts literature analysis to prove that different classroom feedback strategies of primary school English teachers have different effects on students.

Keywords: feedback strategies; classroom teaching; second language learners

1. Introduction

1.1 Background of the Study

The classroom feedback strategies of primary school English teachers are very important for students as they will help them to better understand the teacher's intentions and provide the conditions for further learning.Many articles have been written about feedback strategies and second language achievement and many models have been proposed to explain the phenomena (Rahimi and Zhang 111-122).

1.2 Research Questions

Research Question One (RQ1): Do primary school English teachers' classroom feedback strategies have an impact on students' learning?

Research Question Two (RQ2): Which strategies are the most frequently used ones by English teachers?

2. Literature Review

In this section, the literature on feedback strategies in second language classrooms will be reviewed. Specifically, first, the types of classroom feedback strategies will be discussed. Meanwhile, empirical studies of L2 classroom feedback strategies and its relation to the present study will be elaborated. Finally, the research gap that the present study aimed to fill in will be introduced.

2.1 Classification of Teacher Feedback Strategies

Since Lyster and Ranta (1997) publish their influential study on the different types of corrective feedback observed in French immersion classrooms in Canada，a growing body of research has emerged attempting to measure the effects of corrective feedback on second language acquisition. Following the footsteps of many scholars at home and abroad (e.g., Song, 2020), this paper holds that teacher feedback in primary English classroom teaching mainly includes verbal feedback and non-verbal feedback (Song, 2020:91-92).

2.1.1 Verbal Feedback Strategies

In the literature, verbal feedback strategies are generally divided into four types, namely, simple recognition or metalinguistic feedback, expressing error correction which generally comprises recast and explicit correction, instruction guidance, and nonverbal feedback.

2.1.1.1 Metalinguistic Feedback

Simple recognition in English classroom teaching refers to mediational moves that when students' answers meet teachers' expectations, teachers will affirm students' answers and often use statements such as "Yes"; it is a positive form of feedback for students and can mobilize students' enthusiasm (Zhu,2019:8).

2.1.1.2 Recast and Explicit correction

The strategy focuses on the fact that when a student answers incorrectly, the teacher usually expresses this to the student in a negative way, simply ignoring the student's answer and stating the correct answer.

2.1.1.3 Instruction Guidance

The so-called instruction guidance means that the teacher guides the students in an implicit or quick way and urges them to answer the questions correctly, rather than denying the questions directly.

2.1.2 Nonverbal Feedback

Nonverbal feedback in primary School English classroom teaching mainly includes body feedback and facial feedback. Body feedback mainly refers to the teacher's evaluation of students' learning through body language, so as to convey information to students.

2.2 Effective Classroom Feedback Strategies

2.2.1 Hierarchical evaluation and praise

Effective immediate feedback requires a certain amount of skill, emphasizing the art of language, so teachers can open up and build confidence in the classroom through appropriate intonation, facial expressions, and gestures, based on teaching objectives and teaching process. In addition, to constantly adjust the expression of instant feedback, according to the age of students, the change of learning stratified evaluation, so that the language of praise targeted (Su,2020:13).

2.2.2 Comprehensive Evaluation

In the traditional primary school English classroom teaching, immediate feedback will be limited to the level of knowledge of English and students for the master degree of knowledge, but ignored the students' English thinking ability,make immediate feedback in invalid state, the students can't perceive the teacher verbal feedback in class.

2.2.3 Dynamic and Diversified Feedback

Students have obvious individual differences, so to play the effectiveness of immediate feedback in primary School English classroom teaching, it is necessary to build a diversified and dynamic immediate feedback mode according to the individual characteristics of students, so that every student can benefit from it (Yu,2020:2).

2.3 Summary

While the current research on feedback strategies at home and abroad is fruitful, it is mainly concerned with types of feedback strategies, the impact of these feedback strategies on students, especially in Chinese primary schools EFL context, however, has not been given enough attention. This study analyzes the types of teaching feedback, and proposes some relatively effective teaching feedback strategies, making up for the deficiencies of existing research by analyzing relevant literature.

3. Methodology

In this chapter, first, the research design will be discussed, in which I will provide justification of questionnaire employed in this study. After that, information of participants will be provided. Furthermore, data collection analysis method will be discussed.

3.1 Research Design

The research method used comprises a questionnaire survey. The questionnaire survey method can carry out a large-scale survey, thus it is the simplest and most effective method.

3.2 Participants

The research objects are students from Class 3, Grade 3, in a public primary school in Cangzhou City. The class of 100 students as a foreign language learner voluntarily took part in the study.

3.3 Instrument

The questionnaire survey adopted in the present study is from internet.The questions in this questionnaire were found to be largely appropriate to the topic of this study as they were essentially about the impact of classroom feedback strategies on students (details of the questionnaire see Appendix 1). With minor modifications, the questionnaire was sent to the target group.

3.4 Data Collection and Analysis

In this survey, a total of 100 questionnaires were distributed. SPSS （SPSSAU21.0）was used for data analysis and reliability test (reliability analysis is used to study the reliability and accuracy of the answers to quantitative data (especially the attitude scale questions). Specifically, firstly, the α coefficient was analyzed (Appendix 2). To clarify, if the value is higher than 0.8, the reliability is high. If the value is between 0.7 and 0.8, it indicates that the reliability is good. If the value is between 0.6 and 0.7, the reliability is acceptable. If this value is less than 0.6, it indicates poor reliability. Secondly, CITC value was tested. To clarify, if the CITC value is lower than 0.3, it can be considered to delete the item. Thirdly, the item of "α coefficient deleted" was considered. To clarify, if the value of "α coefficient deleted" is significantly higher than α coefficient, it can be considered to delete the item and re-analyze it. Finally, the analysis was summarized.

5. Discussion

The results of this study suggest that the feedback strategies used by primary school English teachers in the classroom have an impact on students to some extent, which is consistent with the results found by most scholars.

The results of the questionnaire show that the most popular strategy is Simple Recognition as well as some other strategies. The use of this strategy by teachers showed that it was the most effective way to help most students to have some understanding of their learning and to make some purposeful study plans to help their progress.

6. Conclusion

The research finding show that the positive feedback produced by teachers in primary school English classroom is far superior to the negative feedback.This study is expected to let teachers know more feedback strategies and to draw teachers' attention to feedback strategies and to actively adapt the right feedback strategies to help students learn.

Firstly, it is essential for students to not only be diligent but also for them to master some of the teacher's feedback techniques, rather than blindly understanding the surface meaning based on what the teacher says. Secondly, teachers should use a variety of feedback strategies to help students understand their intended meaning and to enable them to find the right way to learn in order to get the best results with half the effort.

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Appendix I

Questionnaire on the impact of English teachers' classroom feedback on primary school students' language learning strategies

1. The teacher revises what I have learned before class, which helps me to review and consolidate in time

A、Agree

B、Not necessarily

C、Disagree

2、When there is a mistake in my answer, if the teacher corrects me in time, I will not make the same mistake next time

A、Agree

B、Not necessarily

C、Disagree

3、I will deepen my memory of the knowledge content repeatedly in the teacher's class

A、Agree

B、Not necessarily

C、Disagree

4、When the teacher asks a question in class, I get very nervous and worry about answering wrongly

A、Agree

B、Not necessarily

C、Disagree

5、When answering questions in class, I look forward to receiving timely affirmation from the teacher

A、Agree

B、Not necessarily

C、Disagree

6、I feel embarrassed when my teacher bluntly points out my mistakes in class

A、Agree

B、Not necessarily

C、Disagree

7、Actively communicating and interacting with the teacher in class has helped me a lot in my studies

A、Agree

B、Not necessarily

C、Disagree

8.When you offer an incorrect answer, what does your teacher usually do?

A. Explicit correction

B. Recast

C. Clarification request

D. Metalinguistic feedback

E. Elicitation

F. Repetition

Appendix II

Table 3.2

A questionnaire analysis of the influence of English teachers' classroom feedback strategies on pupils' language learning strategies

（https://www.wjx.cn/xz/94997922.aspx?KeyWord=Classroom feedback strategy）

The teacher revises what I have learned before class, which helps me to review and consolidate in time	0.634	0.887	
When there is a mistake in my answer, if the teacher corrects me in time, I will not make the same mistake next time	0.633	0.886	
Actively communicating and interacting with the teacher in class has helped me a lot in my studies	0.797	0.884	
I will deepen my memory of the knowledge content repeatedly in the teacher's class	0.671	0.886	0.894
When the teacher asks a question in class, I get very nervous and worry about answering wrongly	0.135	0.902	
When answering questions in class, I look forward to receiving timely affirmation from the teacher	0.594	0.888	
I feel embarrassed when my teacher bluntly points out my mistakes in class	0.363	0.894	
When you offer an incorrect answer, what does your teacher usually do?	0.807	0.88	
Cronbach α:0.932			