

Short Research Article

A Study on Classroom Feedback and Effectiveness in College English Teaching

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Abstract

The classroom feedback of English teachers plays an important role in classroom teaching. It is part of the comprehensible input of students and also effectively promotes the language output of students. With the continuous promotion of mixed teaching mode, college English classroom feedback has different characteristics from the original teaching feedback. How to make good use of the feedback of college English class under the mixed teaching mode and improve its effectiveness is a subject that needs to be studied seriously.

Keywords

mixed teaching, college English, classroom feedback, effectiveness

1. Introduction

The classroom feedback of teachers refers to the evaluation and guidance of teachers on performance of students in class. In the teaching process, teachers should make corresponding response and return information according to the learning situation of students in class, including both oral feedback and written feedback. In College English classroom teaching, the feedback of teachers is an important part of classroom teaching and plays an important role. It can enhance the interaction between teachers and students, optimize the English classroom, improve learning interest, so as to achieve the teaching effect.

2. Research Significance and Methods of College English Classroom Feedback under Mixed Teaching Mode

2.1 Research Significance of College English Classroom Feedback under Mixed Teaching Mode

The prominent feature of mixed teaching is the use of a variety of technical means or teaching platform online teaching to assist classroom teaching. This kind of College English classroom teaching, which is

closely combined with online teaching, will be different from the previous classroom teaching in terms of teaching content and teaching form, and it is bound to cause corresponding changes in classroom feedback. Effective classroom feedback plays an important role in students' understanding of classroom knowledge and improving the quality of students' classroom activities. Therefore, it is of great practical significance to study the characteristics and effectiveness of College English classroom feedback under the blended teaching mode. However, most of the current researches on classroom feedback focus on the connotation, strategy and application in curriculum design, while the effectiveness of classroom feedback has not been paid attention to. In addition, most of the researches on classroom feedback are in the traditional classroom teaching environment, and there are few researches on the classroom feedback under the mixed teaching mode. In particular, the effectiveness of classroom feedback under the blended teaching mode has not been thoroughly and systematically discussed by researchers.

2.2 Research Methods of College English Classroom Feedback under Mixed Teaching Mode

In this study, conducted a field or online questionnaire survey on the characteristics of teacher-student feedback of College English under the mixed teaching mode which contains 500 non English Majors of grade 2017 from four universities including Xi'an Jiaotong University, Shaanxi Normal University, Shaanxi University of technology and Xi'an Institute of Aeronautics and Astronautics, and conducted classroom feedback activities in four classes taught by four teachers of Shaanxi Normal University. Class observation was carried out, and classroom recording and recording were carried out; qualitative data collection was conducted in the form of online reflection logs for the four classes of undergraduates participating in the classroom observation, and timely recycling and sorting out; four undergraduates were randomly selected from the classroom observation class for face-to-face interviews, recording and recording. This paper mainly answers two questions: 1) what are the characteristics of feedback form, feedback content and feedback function in College English classroom under the blended teaching mode; 2) how effective is the teacher's and peer's classroom feedback's effectiveness from four aspects: the type of classroom feedback function, the quality of classroom feedback language, the organization of classroom feedback content and the timeliness of classroom feedback. In the future, the effective implementation of feedback activities in College English classroom under the mixed teaching mode provides practical suggestions. The questionnaire data was analyzed by spss22.0, and qualitative data such as classroom observation, student reflection log and interview were analyzed.

3. The Characteristics of Feedback in College English Class under the Mixed Teaching Mode

3.1 The Classroom Feedback of College English Teachers and Peer is Immediate, Targeted and Direct

Under the mixed teaching mode, both college English teachers and their peers have the characteristics of immediacy and pertinence, and teachers' classroom feedback is also direct; besides on-site feedback, peer classroom feedback also has online feedback. Classroom feedback mainly focuses on students' classroom display activities, including the rationality of students' classroom presentation materials,

language standardization and presentation style, oral performance, personal performance and group performance in class presentation; classroom feedback under the mixed teaching mode can help students correct the language errors in the presentation materials, and improve the content and conclusion of the display materials Construct and present styles to promote team cooperation.

3.2 College English Classroom Feedback Has High Effectiveness

The effectiveness of classroom feedback of teachers is high, which is mainly reflected in the diversity of classroom feedback functions and the correctness of classroom feedback language. Among them, the diversity of feedback language functions mainly includes correction, restatement, clarification, criticism, praise and suggestions, but sometimes classroom feedback of teachers is not timely and orderly. Peer classroom feedback can be divided into online and offline. Offline peer feedback has better immediacy and orderliness, and its feedback function mainly includes correction, praise and suggestion. However, the effectiveness is reduced to a certain extent due to the errors in pronunciation, grammar or word use in the feedback language. However, the online peer classroom feedback has a higher reliability and validity feedback scale, and its feedback content is similar to that of online peer classroom feedback. The conclusion of the feedback can be mutually verified with offline teacher feedback and peer feedback, and the effectiveness is high.

4. Suggestions on College English Classroom Feedback under the Mixed Teaching Mode

4.1 Strengthen the Awareness of Feedback Application and Improve the Accuracy

In the classroom, English teachers should accurately use the classroom feedback of teachers method to evaluate and feedback students according to different situations, and should enhance their proficiency, so as to prevent improper use, which cannot achieve the teaching effect, or even harm the students. Teachers can check and correct by themselves through classroom recording and video recording, or use peer-to-peer lectures to supervise and correct each other. They can also understand the impact on learning effect through questionnaire survey and interview with students. The purpose is to find out whether the feedback used by teachers in class is accurate and appropriate, what kind of effect it has played on students, and find out the bad feedback and correct it in time, which will play a promoting role in the future classroom teaching.

4.2 Use Classroom Feedback Flexibly According to Classroom Analysis

Since there are many kinds of feedback and their functions are different, teachers should fully understand the functions of various types of feedback and know when and how to use them. Teachers should consider the stage and task of English teaching, as well as the specific situation of students, emotional cognition and needs. We cannot be either or, and we cannot blindly choose positive feedback. Only with comprehensive consideration and flexible application can the function of classroom feedback be fully reflected.

4.3 Pay Attention to the Emotional Factors of Students and Effectively Use the Class Feedback of Consolation and Encouragement

No matter the excellent students or the students with learning difficulties, they will feel nervous when answering questions in class. If teachers can use comfort feedback, they can relieve the tension in class and optimize the classroom atmosphere. When students cannot answer the questions, the classroom feedback of teachers plays a very important role. Encouraging classroom feedback can eliminate psychological burden of students and stimulate their interest in learning.

In short, in College English classroom teaching, teacher feedback is an important part of classroom teaching and plays an important role. Teachers should pay attention to dominant position of students, pay attention to psychological and emotional factors of students, use classroom feedback accurately and flexibly, enhance the interaction between teachers and students, optimize English classroom, and improve interest of students in learning, so as to achieve teaching effect.

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