

## *Original Paper*

# An Analysis of the Effects of Multiple Feedback on College English Writing

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### ***Abstract***

*In college English writing teaching, feedback mechanism is a key factor to improve students' writing ability. With the development of educational technology, multiple feedback methods have gradually become an important part of English writing teaching. This paper explores the application of multiple feedback in college English writing, including three main forms of teacher feedback, peer feedback and automated feedback, and analyzes their effects on students' writing level. The study shows that multiple feedback not only improves students' writing skills, but also enhances their self-assessment ability and independent learning ability, while facing certain challenges and limitations. This paper addresses these issues and proposes strategies to cope with these challenges, which provide useful references for teaching English writing at university.*

### ***Keywords***

*Multiple Feedback, College English Writing, Teacher Feedback, Peer Feedback, Automated Feedback*

## **1. Introduction**

As an important language output skill in higher education, the importance of college English writing is mainly reflected in the following three dimensions: First of all, from the perspective of academic development, English writing ability is a basic tool for international academic communication. In the global knowledge production system, about 75% of academic literature is published in English, and students need to master the academic English writing norms in order to participate effectively in international academic dialogue. Specifically, we will write academic papers that meet international standards, complete English literature reviews, and participate in international academic conferences. According to a survey of "double first-class" universities in China, 86% of graduate supervisors believe that English writing ability directly affects the quality of students' research output (Chinese Association of Higher Education, 2023). Secondly, at the level of professional competitiveness, English writing has

become the core talent evaluation index of multinational enterprises. According to the World Economic Forum's Future of Jobs report, the ability to write professional texts such as business emails, project proposals, and market analysis reports is one of the top 10 most important skills for employers in the global work environment. For example, in the written examination for school recruitment of multinational companies such as Huawei, English case analysis and business email writing account for 30% of the total score, which directly determines the candidate's hiring result. Finally, in terms of personal development, English writing is an effective way to develop critical thinking. According to a study by the American Education Association, systematic writing training can improve learners' logical analysis ability by 40%, and this cognitive improvement has interdisciplinary transfer value. A follow-up survey by Qinghua University's English Writing Center found that students who insisted on English writing training significantly outperformed the control group in the assessment of problem-solving ability and innovative thinking. At present, the main contradiction faced by the teaching of English writing in universities is the growing demand for internationalization and the lag of traditional teaching models. The Ministry of Education's "Guidelines for College English Teaching" emphasizes the need to build a "process-oriented, feedback-driven" new writing teaching model, which is a policy response to the importance of writing education. With the popularization of AI-assisted writing tools, the future of English writing education will pay more attention to cultivating human-computer collaboration ability, so that writing skills will become the core competitiveness of students to cope with the challenges of globalization.

In the context of globalization, the importance of English as an international common language and its writing ability has become more and more prominent. University English writing courses aim to develop students' academic writing ability and language expression ability, and an effective feedback mechanism is an important means to realize this goal. Feedback has been regarded as an important means to improve learners' learning ability and consolidate their learning results in the field of teaching research. In the context of writing instruction, feedback refers to "the input from the reader to the writer, and its function is to provide the writer with information for revising the composition" (Zhu, 2010). The effectiveness of writing feedback has a direct impact on the improvement of students' writing level, and it also reflects the effectiveness of teachers' writing teaching.

The forms of writing feedback mainly include teacher feedback, peer feedback and computer network feedback. At present, teacher feedback is dominant in the writing classroom of English teaching in Chinese universities, and peer feedback and Internet feedback are relatively less used. However, in recent years, the traditional teacher feedback has been questioned because of its ineffectiveness, and the research on peer feedback and network feedback has revealed the scientificity and feasibility of both. Of course, any teaching method or teaching mode has its own advantages and limitations, and blindly following them out of reality will only lead to passive teaching and stagnant research. Therefore, the purpose of this paper is to explore the influence of multiple feedback on college English writing model, analyze its role in improving students' writing level and learning initiative, and put forward strategies to

cope with its challenges.

## **2. Definition and Types of Multiple Feedback**

### *2.1 Definition*

Multiple feedback refers to the process of evaluating and advising students' writing through multiple channels and ways. It includes a variety of forms such as teacher feedback, peer feedback and automated feedback to help students improve their writing skills in a comprehensive way through multi-faceted evaluation.

### *2.2 Types*

1) **Teacher Feedback:** Teacher feedback is the most traditional and common form of feedback. Teachers provide detailed comments and suggestions for revision based on students' writing assignments, which usually include evaluations on language, structure, content and logic. The classroom model of college English writing is usually a “lecture-writing-evaluation” process: the teacher first explains the theory and method of writing, and asks students to imitate the model to complete the writing task, and then the teacher reviews and gives a written evaluation one by one. This most authoritative way of feedback has actually shown its drawbacks for a long time: college English teachers generally have more class hours, more classes, more students, and limited energy, and it often takes 3-4 weeks to complete the assessment of essays. The untimely feedback frustrates students' enthusiasm for writing, and students basically write in single drafts. This lack of multiple drafts and multiple corrections, emphasizing the results and ignoring the process model is not conducive to promoting students' initiative and motivation in writing.

2) **Peer Feedback:** Peer feedback means that students evaluate and give feedback to each other. Through this form, students can learn from their peers' strengths and discover their own weaknesses, thus promoting the common improvement of writing ability. With the continuous improvement and refinement of English teaching methods at home and abroad, peer assessment in writing teaching has received more and more attention and research from education experts. Peer assessment, also known as peer feedback, is a writing teaching activity in which students exchange reading compositions with each other and make suggestions for revision. Whether abroad or at home, scholars are generally favorable to peer feedback. Through this form, students can learn from the strengths of their peers and discover their own weaknesses, promoting the common improvement of writing ability. However, due to individual differences in students' cognitive level, language skills and personality preferences, it is difficult to avoid the limitations of peer feedback, and its correctness, fairness and effectiveness have been questioned the most.

3) **Automated Feedback:** Automated feedback refers to the use of computer technology to automatically generate feedback by means of natural language processing and machine learning. This approach is immediate and efficient and can provide students with quick writing advice. With the rapid development of modern educational technology and network information technology, the traditional

time-consuming and inefficient mode of college English writing is in urgent need of change. Automated Essay Scoring (AES utilizes computer technology to assess and score essays) has emerged. For example, Sentence Cool Correction (<http://www.pigai.org>), as a localized online automatic essay correction system, has been widely used in domestic colleges and universities. This approach is immediate and efficient, and can provide students with quick writing advice. It also reduces teachers' workload in essay correction and helps teachers to understand students' English writing level more intuitively. However, due to technical limitations, automated feedback gives more feedback to students at the vocabulary and grammar levels, but does not yet give enough feedback to students in terms of writing content, chapter structure, stylistic rhetoric and logical coherence.

### **3. The Construction of a College English Writing Teaching Model based on Multiple Feedback**

#### *3.1 How to Build a Multi-feedback System*

In the early stage of construction, it is necessary to make sufficient theoretical preparations and conditions: firstly, it is necessary to sort out the theoretical foundations of social constructivism and process writing, and clarify the educational value of multiple feedback; Secondly, it is necessary to investigate the current situation of teaching, analyze the pain points of students' writing and the dilemma of teachers' feedback. Finally, it is necessary to build technical support platforms, such as intelligent evaluation systems such as Correction Network and i-Write, and train teachers and students to master the use of feedback tools. In the specific construction process, the teaching design of "three stages and six rings" should be adopted: in the preparation stage, the evaluation criteria should be established through goal setting and model analysis; In the implementation phase, three rounds of "automatic feedback-peer evaluation-teacher guidance" were organized, in which automatic feedback focused on language form, peer evaluation focused on content structure, and teacher feedback improved the quality of writing. In the promotion phase, deep learning is promoted through multi-draft revisions and portfolio evaluation. This model emphasizes the organic integration of various types of feedback, and establishes a progressive mechanism of "technical screening-peer optimization-teacher promotion", so that students can achieve a spiral of writing ability in repeated revision. In terms of comprehensive evaluation, a multi-dimensional evaluation system needs to be established: process evaluation focuses on the number of revisions, feedback acceptance rate and interaction quality of students; Outcome evaluation focuses on the improvement of writing elements such as language accuracy, content fullness, and logical coherence. Developmental assessment examines the improvement of students' self-directed learning ability and self-confidence in writing. Experimental data from a university show that the average class writing score increased by 23.5% using the multiple feedback model, and 90% of students reported that the model helped reduce writing anxiety. However, the implementation of this model also faces technical challenges such as the increase in teachers' workload and the uneven quality of students' mutual evaluation, which needs to be improved through the establishment of feedback communities and the development of training courses.

### *3.2 The Rationality of Constructing a Multi-feedback System*

The construction of English writing teaching mode based on multiple feedback is an important direction of the current college English teaching reform. This model constructs a dynamic and three-dimensional writing teaching system by systematically integrating three forms: teacher feedback, peer feedback and automatic feedback. Teachers' feedback provides professional and authoritative guidance, focusing on article structure, logical coherence, and depth of content. Peer feedback fosters critical thinking through peer assessment and fosters the formation of a writing community. Automatic feedback relies on intelligent correction systems (such as Correction.com, Grammarly, etc.) to achieve real-time language correction. These three types of feedback complement each other: teacher feedback ensures professionalism, peer feedback enhances interactivity, and automatic feedback improves efficiency. In the specific implementation, the model adopts the cycle process of "writing-feedback-revision", and students first get automatic feedback after completing the first draft to make corrections at the language level. Then, the content structure is refined through group peer evaluation; Finally, the teacher gives targeted guidance to form a spiraling learning curve. Studies have shown that this multiple feedback model can significantly improve students' writing skills (by an average of 20%-25%), while cultivating their self-directed learning and metacognitive skills. It is worth noting that effective multi-feedback teaching requires a supporting training system, including teacher feedback skills training, student peer evaluation ability training, and guidance on the use of intelligent tools. In addition, it is also important to establish a scientific evaluation mechanism, which should take into account the evaluation of writing results (e.g., language accuracy, content fullness) and process evaluation (e.g., number of revisions, feedback acceptance rate). With the development of education information, the multiple feedback mode will be more intelligent and personalized in the future, and accurate feedback will be achieved through big data analysis, opening up a new path for English writing teaching. In general, the writing teaching model based on multiple feedback provides a new idea for solving the dilemma of college English writing teaching by optimizing the feedback mechanism and strengthening the process guidance, and is a useful attempt to promote the reform of writing teaching. In the future, with the development of artificial intelligence technology, this model will continue to deepen in the direction of intelligence and personalization, providing strong support for cultivating internationally competitive English writing talents.

## **4. The Effect of Multiple Feedback on College English Writing**

### *4.1 Improvement of Writing Skills*

Multiple feedback helps students gain a comprehensive understanding of their writing level and deficiencies through evaluations from different perspectives. For example, teacher feedback is usually authoritative and professional, providing deep insights and detailed revision suggestions; peer feedback improves students' critical thinking and self-reflection skills by evaluating their peers' work; and automated feedback provides immediate correction of linguistic errors and structural suggestions,

which helps students improve their writing quickly.

#### *4.2 Enhanced Capacity For self-assessment*

Through multiple feedback, students not only receive evaluations from others, but also learn evaluation criteria and methods. This process helps to develop students' self-assessment skills, enabling them to better scrutinize and improve their work when writing. Both the authority of the teacher and the interaction of peer assessment promote students' self-reflection to different degrees.

#### *4.3 Enhancing Learning Initiative*

The introduction of multiple feedback modes can stimulate students' interest and motivation in learning. Through peer assessment, students find pleasure in learning through cooperation and competition; the immediacy and interactivity of automated feedback can also increase students' motivation to write. Multiple feedback enables students to see immediate progress and effects, thus enhancing the initiative and continuity of learning.

#### *4.4 Promote the Development of Writing Habits*

The multiple feedback model helps students form good writing habits. The combination of teacher feedback and automated feedback enables students to receive specific and detailed guidance in each writing session, so that they can improve their writing in repeated revisions. Peer feedback, on the other hand, helps students continuously optimize their writing habits and skills in actual writing through mutual learning and borrowing.

#### *4.5 Reducing Writing Anxiety*

Self-efficacy theory tells us that students' anxiety about writing will be greatly reduced only if they increase their self-efficacy about their own writing ability and make them believe that they have the ability to finish writing. The reason why most students are anxious or even afraid of English writing is that what they write after racking their brains is clueless, the structure is scattered, the theme is vague and the expression is unclear. In the process of online multiple revisions based on the critique network as well as feedback and comments from classmates and teachers, students play both the role of authors and readers, and have a certain knowledge of their own and others' English writing level and the problems that occur in their writing, and in the process of utilizing the network and the corpus provided to continually search for, select, and independently revise their own compositions with regard to their errors in word choice, sentence structure, and chapter structure. In the process, students' English writing potential is tapped. When the scores change from low to high, students feel an unprecedented sense of achievement and satisfaction in this process-oriented writing, their self-confidence and self-efficacy are improved, their writing anxiety is largely reduced, and their motivation and ability to write independently are enhanced.

#### *4.6 Feedback is More Objective and Reliable*

The introduction of the multiple feedback model makes up for the shortcomings of a single form of feedback, greatly increases the amount of feedback, and the feedback is more objective and reliable. The feedback from the three channels covers most of the problems at the language and discourse levels,

which can help students improve their writing quality and writing level more comprehensively and effectively. In addition, the data-based information on students' writing can help teachers understand the overall level and common problems of students' writing in a more macro-quantitative way, and based on the results of data analysis, study students' learning behaviors, formulate timely response plans, and adjust the content of teaching. In the long run, with the continuous expansion and updating of the content of the graded essay database, the data on students' writing can be accumulated indefinitely and permanently stored in the network, which can be built into a corpus of students' writing in our school, making it convenient for teachers to review, call and analyze the data at any time and any place.

## 5. Challenges and Countermeasures

Despite the many advantages of the multiple feedback model, it also faces some challenges in practical application. For example, teacher feedback may not be timely enough due to heavy workload; the quality of peer feedback may not be stable enough; and automated feedback may have limitations in dealing with complex contexts and deep questions.

The following countermeasures can be made to the above challenges:

- 1) Improving the effectiveness of teacher feedback : Reduce teacher workload and improve the timeliness and effectiveness of feedback through the use of technological tools, such as online correction platforms.
- 2) Enhanced peer feedback training: Ensure the validity of peer feedback through systematic training to improve students' assessment skills and the quality of their feedback.
- 3) Optimize automated feedback systems : Continuously updating and refining automated feedback technologies to improve their ability to process complex linguistic structures and contexts and provide more accurate and comprehensive feedback.

## 6. Conclusion

College English writing is a gradual and continuous improvement of the practice process, the improvement of its ability can not be separated from the effective evaluation and correction of feedback, so feedback is not only an indispensable content to improve the process of college English writing teaching, but also an effective means to improve the effectiveness of college English writing teaching, and it is also an important measure for the development of college English writing ability. Multiple feedback plays an important role in college English writing teaching. It can not only improve students' writing ability comprehensively, but also enhance students' self-assessment ability and learning initiative. Although it faces some challenges in practical application, these problems can be effectively solved through reasonable countermeasures. Future research can further explore the specific implementation strategies and effect evaluation of multiple feedback to provide more scientific and effective guidance for college English writing teaching.

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