

# Study on Foreign Language Informational Teaching Feedback in Higher Education

Xue Xu, Yajing Li, Jie Gao, Feiyun Xiao

School of Languages and Literature, University of South China, Hengyang 421001, China

Department of Curriculum and Instruction, The Education University of Hong Kong, Hong Kong SAR

## Abstract

**With the use and popularity of foreign language informational courses in universities, more classroom activities have been explored and studied. This study examines the content and function of teacher and peer feedback following group presentations in the Japanese, English, and Chinese Language Comparison course by 53 Chinese university students using Superstar Learning APP. The study results revealed that teacher feedback covered all stages, including task, process, self-regulation, and self-level, but peer feedback did not involve process and self-regulation. At the same time, most participants perceived more judgment, encouragement, improvement, interpersonal enhancement, and extension functions of teacher feedback. However, there was little judgment or encouragement and no extension functions of peer feedback. This study reveals complex reflections on informational feedback by Chinese university students in the context of multilingual courses, which are rarely mentioned in the feedback literature and have implications for foreign language educators and learners.**

## Keywords

**Informational Teaching; Superstar Learning APP; Teacher Feedback; Peer Feedback.**

## 1. Introduction

From the beginning of the 21st century, Chinese colleges and universities began to focus on the application and effect of information technology in teaching applications and how to use information technology to improve teaching quality. They mainly focused on the following modes: flip classroom mode based on the massive open online course, SPOC mode, online and offline mixed teaching mode, new teaching mode under the framework of multi-modal discourse, Superstar Learning APP, etc. (Hu & Wu, 2014; Ma, 2016; Li, 2019). While, at present, foreign information-based foreign language teaching mainly focuses on the effect of information and information technology in improving foreign language teaching, among which researchers pay more attention to basic foreign language skills and learning resources. Few studies have focused on information-based practical activities in the foreign language classroom (Shu, 2006). Feedback has its power, which contains four levels: task, process, self-regulation level, and self-level. Firstly, feedback can be about the task or product, such as whether the work is correct; secondly, feedback can be directed at the process used to create the product or complete the task; thirdly, feedback to the student can focus on the level of self-regulation; and finally, feedback can be personal, i.e. it is directed at the 'self', as we argue below, which is often not related to task performance (Hattie & Timperley, 2007). Moreover, Feedback as a form of intervention has attracted much attention in the classroom and interaction between teachers and students (Carless, 2019; Carless et al., 2010; Yang & Carless, 2013). This paper explores the feedback activities that take place in the classroom, based on the Superstar

Learning APP, to answer the following two questions, which aim at making the classroom more dynamic through the flexible use of information technology.

RQ1: What are the contents of informational teacher feedback and peer feedback?

RQ2: What are the functions of informational teacher feedback and peer feedback?

## 2. Literature Review

This study analyzes and reviews information-based teaching and learning, the use of Learning Pass, the content and function of feedback, teacher feedback and peer feedback. For example, the integration of modern information technology with the Japanese language curriculum is analyzed and discussed from both theoretical and practical perspectives, forming an open teaching model that combines theory and practice, form, and content, making the Japanese language teaching process more scientific and modern, and comprehensively improving the quality of Japanese language teaching and students' overall quality (Yi, 2011). Afterward, Chen Juan (2016) pointed out that the effectiveness of the application of information tools in Japanese language teaching is determined by the richness of teaching equipment and resources, as well as the teaching ability of teachers; Most of the above literature focuses on improving the efficiency and effectiveness of information-based teaching, but rarely mentions the practical part of teaching.

Superstar Learning APP is a teaching APP with comprehensive functions and a large audience in various teaching platforms in China. In recent years, there have been more and more examples of using it for teaching, and teachers generally try to improve teaching methods and students' learning efficiency. However, more research is needed about the teaching of foreign language classes. For example, Zhang Lijun (2016) built an interactive mobile teaching mode of English reading based on Superstar Learning APP. The results show that this mode can effectively promote the interaction of English reading teaching and improve students' English text reading comprehension ability. Wang Zhili (2018) built a blended teaching model of Comprehensive English courses based on Superstar Learning APP. Practice shows that this model can improve teaching quality and promote students' learning autonomy. In addition to its application in English teaching, a few studies focus on Japanese, German, Spanish, etc. For example, Li Yinling (2019) explored the mobile learning mode of Japanese course as a second language with the help of Superstar Learning APP and found that students welcomed mobile learning because of portability, interest, timeliness and other factors, and mobile learning could promote a suitable teaching mode. Liu Dongni (2020) explored the mixed teaching mode based on this platform and analyzed three teaching modes: preview under the flipped classroom mode, application of interactive teaching mode in live teaching, and students' autonomous learning under the personalized teaching mode, pointing out that Superstar Learning APP is suitable for teaching a German course online. As can be seen, researchers have begun to study information-based teaching in foreign languages, but they are few and limited in scope.

Feedback Nor does feedback delivery led to improved learning. For students to learn, they must do something with the information transmitted, analyze it, ask questions, discuss it with others, relate it to their previous understanding, and use it to change future actions (Nicol, 2010). At the same time, the function of feedback was also noticed and discussed. By exploring the functions and influences of teacher feedback and peer feedback in English presentations, this study serves as an inspiration for sustainable feedback. The study summarized three functions of feedback: judging, encouraging, and improving (Zhan, 2019). In this study, the presentations in the study course are analyzed based on contents and an attempt is made to explore feedback contents and functions.

On one side, teacher feedback is essential, motivating, and sustaining student engagement and achievement, and the research hotspots all relate to oral and written corrective feedback,

factors influencing the effectiveness of teacher feedback (Hattie, 2009; Yang & Yang, 2018; Zhao & Yu, 2022). Zheng Nan (2015) pointed out that when teachers give feedback, they can adequately explain that they are giving feedback to attract students' attention. Li Guangfeng and Wang Nannan (2018) pointed out that to improve the effectiveness of teacher feedback, it is necessary to use modern teaching technology, diversified feedback, and combine multiple feedback to improve teaching efficiency. Han Ye and Xu Yueting (2020) pointed out that teachers should recognize that negative feedback can also awaken positive emotions, and students can self-regulate negative emotions. Hou Zhongping (2021) found that the role of teaching feedback in promoting learning is closely related to student participation. The effectiveness of teaching feedback should be analyzed from the perspective of student participation. Therefore, for the advent of the current information age, future research can focus more on how teacher feedback in the information age adapts to the current needs, which is also closely related to the purpose of our study.

On the other side, peer feedback in the foreign language learning process, a communicative activity in which peers negotiate to achieve the learning purpose, is a common form of interaction and an effective formative assessment tool in English writing (Ellis, 2010; Hyland & Hyland, 2006; Yu & Lee, 2016; Geng & Yu, 2023). There are many similarities in peer feedback for Japanese and English as a second foreign language for Chinese students. Many factors influence peer feedback, such as internal factors such as learner motivation, learning goals and beliefs (Ellis, 2010) students, in addition to external factors such as feedback language (Yu & Lee, 2014), feedback strategies and approaches (Yu & Hu, 2017), and peer familiarity (Fan & Xu, 2021). These factors have individual variability in influencing the process of peer feedback and feedback effects and present a complex relationship with writing revision quality. Peer feedback has two sides. Some studies have now found that peer feedback increases learners' writing length and engagement (Yu et al., 2019); Zhang et al. argue that the use of peer feedback changes the individual behavior of revising essays into group behavior, and students are prompted to activate new ideas and expand new thoughts in the process of revising each other's essays while enhancing their ability to correct errors in their essays (Zhang et al., 2000); as well as facilitating the mobilization of students' motivation to think, among other positive effects. In addition, current research has also found (Yan, 2023) that students pay less attention to language forms in interactions than in teacher-led classrooms (Ellis. et al., 1999; Wang, 2016), and in most cases, students hardly provide language help or correct errors (Kayi-Aydar, 2013), which may be related to student's language level, as it is challenging to see hidden language errors among peers because their knowledge base, as well as their understanding of the culture of the language target country, are similar. Although there are shortcomings in peer feedback, they can be overcome through continuous learning by the learners themselves, so peer feedback is still a significant trend in the future of teaching. Overall, it seems that peer feedback under information-based teaching breaks the traditional teaching method, follows the concept of "student-centeredness", and optimizes the teaching method.

Therefore, how to use informational technology such as UMU Interactive and Learning Pass, Rain Classroom, and Changjiang Rain Classroom platform as teaching tools to get feedback, from basic, cultural, writing, translation, literature, and culture courses in English and Japanese, is a teaching and reform topic worthy of study and research. This study takes the course "Japanese, English, and Chinese Language Comparison" as an example. It begins to discuss information-based teaching practices and feedback using Superstar Learning APP as a teaching method.

### 3. Methodology

An interpretive and qualitative approach was used in this study. According to D€ornyei (2007), this research approach can help to explore uncharted territory effectively and to understand the complexity of the issues under investigation in a particular context. This study's interpretive qualitative approach elicited compelling and rich data that revealed complex reflections on the content and function of informative feedback, which has rarely been explored in the feedback literature in foreign language teaching and learning.

#### 3.1. Research Context and Participants

This course is designed for second-year Japanese and English majors and is offered in the fourth semester as an elective course. The course takes a comparative linguistic perspective and develops a better understanding of the relationship and comparison among Japanese, English, and Chinese through the study of phonetics, vocabulary, grammar, and pragmatics. Secondly, the study of small topics will address specific research questions and broaden research horizons, which will inspire future thesis writing.

In this course, all students are asked to give a group presentation, accounting for 30% of the final course grade from week 5 to week 16, with 11 groups total. Students form a group of 4 to 6 students and give a 15 to 20 minutes class presentation on a topic related to comparing Chinese, Japanese, and English. The presentation presenters are two people paired together. The language of the group presentation can be either Japanese, English, or Chinese. In the first few weeks of the class, the teacher and students look at examples of good publishing from previous students and discuss the criteria for assessment and feedback. The topics presented by the group included comparisons of various aspects of the different languages, such as buzzwords, foreign words, dialects, names, pleasantries, apologies, etc. After each presentation, there is usually a 5 to 8 minutes feedback session with the teacher and the rest of the group. Teachers will make public the final assessment published last week before class each week, uploading it as a Word document to Superstar Learning APP and giving centralized instructions. Before that, students can revise the presentation based on last week's informational feedback and submit the last version. With the consent of the participants, both teacher and students participated in the study together.

#### 3.2. Data Collection

This study used all informational feedback records, retrospective written responses at the end of the semester, and individual interviews to collect data. Data from multiple sources will be presented by triangulated analysis to ensure study validity.

After each group presentation, students will be asked to upload their scores and comments on Superstar Learning APP after discussion and collegiality. To not affect the scores of other groups, the teacher will give verbal feedback after the group presentation and the scores and comments. The teacher began by giving timely verbal feedback in class, consistent with previous points made in the literature that students felt that their teachers' feedback on their performance in terms of strengths and weaknesses supported their achievement or gave them a strong indication of it (Zhan, 2019). Superstar Learning APP records and stores all informative feedback for subsequent research data analysis. Meanwhile, the Participants wrote their experiences and thoughts about the feedback at the end of the semester. In their retrospective written responses, they were mainly asked to answer the functions of teacher feedback and peer feedback used after the group presentation.

Participants can use Chinese to express their opinions clearly and easily. A total of 53 journal entries were collected. The length of the journal entries varied from the shortest, with 237 Chinese characters, to the longest, with 485 Chinese characters. At the same time, six students were randomly selected for follow-up interviews to confirm the feedback content and the

detailed description and explanation of the feedback function. All audio interviews were recorded and transcribed for analysis, ranging from 25 to 39 minutes.

### 3.3. Data Analysis

This study used thematic analysis (Braun and Clarke, 2006) to analyze the content of all informational feedback and transcribed interview data. The main research question first used to address was "the contents of informational feedback". The study classified instances of feedback statements into the Hattie and Timperley (2007) task, process, self-regulation, and self-feedback categories. The thematic content of each utterance was determined. The author conceptualized what these four levels might look like within the context of teacher and students' comments. A codebook was developed, and the author provided feedback on the subcategories and examples. Then, the author coded the data, reconciled differences, and determined coding classification and content.

Then, based on the second research question, "The function of feedback", more than 20 initial codes were generated based on the study (Zhan, 2019), such as "Correcting errors", "Enhancing confidence in the presentation" and "Teacher authority", based on an iterative reading of the above data. These initial codes were further combined and merged into several broad categories that became sub-themes or main themes. For example, 'Related Topic Extensions', 'divergent thinking', and 'brainstorming' were combined into 'extension' sub-themes and combined with other existing sub-themes to form more main themes. At the same time, another researcher familiar with feedback was invited to code the data using the potential sub-themes and themes. The authors and other researchers discussed the extracts that led to inconsistent coding. After clarifying the data with the participants, an entire agreement was reached.

## 4. Findings

This study concentrates on summarizing and discussing the practice of classroom feedback in the course in the context of information-based teaching and learning, using the Superstar Learning APP, concentrating on the content and functions of teacher and peer feedback, which can be seen to be linked and differentiated, as analyzed below:

### 4.1. Contents of Informational Teacher Feedback

Feedback can be divided into four categories: task feedback, process feedback, self-regulation feedback, and self-feedback (Hattie & Timperley, 2007). This study analyzes, classifies, and codes all informational feedback as shown below.

**Table 1.** The participants' views on the contents of informational feedback

Contents	Teacher Feedback	Peer Feedback
Task	Yes	Yes
Process	Yes	No
Self-regulation	Yes	No
Self	Yes	Yes

The analysis of the content of the feedback shows that teacher feedback encompassed all categories, which concentrated on the process and personal evaluation dimensions, and the task focused on feedback on logical issues in addition to general error correction; In contrast, peer feedback included the task and non-personal but overall evaluation dimensions. However, it did not include process and self-regulation feedback, as summarized and analyzed in specific examples below. T stands for teacher, G stands for group, S stands for student.

#### 4.1.1. Contents of Informational Teacher Feedback

Specifically, the form of the teacher's informative feedback was mostly written feedback, with a few being verbal feedback. They were relatively continuous, which can help the students go through the whole process from topic selection to presentation and then correction. In addition, the teacher was experienced in teaching and gave more practical advice on the content of the feedback, which could be seen to be as comprehensive as possible, including not only Japanese language knowledge, such as not only grammatical errors and other details but also covering academic norms and good points of the presentation. It also points out problems with the logic of publication and other issues relating to structure. This is inseparable from the experience and maturity of the teacher, and it is also worth noting that extended explanations, timeliness, and positive feedback characterize the teacher's feedback. For example, the teacher gave the following feedback on the group presentations on comparing Chinese and Japanese names and comparing Chinese and Japanese Internet Buzzwords from 2021 to early 2022.

*In terms of content, the examples of names in both Chinese and Japanese are specific, but the time spent on classifying Japanese names needs to be longer, and I would have preferred more information and explanation. In addition, the famous list of names is also very eye-catching, and it would have been better if the Chinese "100 family names" had been added. (T)*

*The buzzword selection is feasible, focusing on timeliness and good time control; the Chinese part selects several words to explain, with a good sense of interaction. The Japanese part is detailed, but familiarity needs to be enhanced, a few key points can be selected to explain, and the vocabulary can be expanded, e.g., "推し活" can be introduced to "婚活". For example, for "pushing," you can introduce words such as "wedding" and "living". At the same time, the section on Japanese buzzwords in 2022 has no comparisons or translations with Chinese, and the choice of reference materials can be optimized by choosing authoritative journals as far as possible. (T)*

As can be seen, the above teacher's feedback goes from superficial to in-depth, correcting the original presentation and suggesting extensions to the content. Teacher feedback is comprehensive, covering all four of these levels, and process feedback is vital in terms of the overall direction and final presentation of the group's presentation. At the same time, self-feedback is also evident and often includes words of encouragement, hopefully acknowledging the students' efforts and increasing their motivation. Due to the teacher's authority most of the students in both the journals and the interviews indicated that they were glad to receive feedback from the teacher and affirmed the teacher's authority. The students, who are new to giving feedback, may need help giving more comprehensive and professional feedback.

#### 4.1.2. Contents of Informational Peer Feedback

On the other hand, regarding peer feedback, although informative, they were collective, with little corrective feedback, focusing on evaluations with a shallow perspective that was perceived as lacking a certain level of Japanese professionalism or scholarship. While there were some positive feedback, such as praise, some of it was questioned by other students as to its authenticity.

*The content is substantial, can be organically combined with modern Chinese, and is practical. It is recommended to grasp the pace, slow down the key parts, and also read out the Japanese examples appropriately to enhance familiarity and vividness, while interaction and cooperation need to be strengthened. (G3)*

*The examples are plentiful, well-prepared, interesting, illustrated, and beautifully produced PPTs. The presenters were also confident and had good stage presence, but the content could have been more concise and, at the same time, more familiar with reading English examples and the explanatory links. (G10)*

Peer feedback above is minimal in task-specific and process feedback, although occasionally covered, still needs to be more specific. Also, the perspectives presented for self-feedback were given collectively, and individual insights could be improved. Meanwhile, the number of peer feedback was more numerous than teacher feedback, but there was duplication of feedback content. This may be because students are mostly at a similar level of learning and can give similar feedback or advice (Harris et al., 2015). Some students may need to be made aware of or interested in the topics presented by the group. However, peer feedback is still an effective way to reflect by evaluating and learning from others.

In summary, informational feedback is better in terms of timeliness, more efficient than traditional feedback, rich in content, and can be recorded. The difference between teacher feedback and peer feedback, as revealed by the interviews, is that the third dimension, teacher feedback, to some extent, facilitates students' self-regulation and improves the quality of group presentations. However, peer feedback still needs to be improved. However, effectiveness and acceptance vary from person to person, and it is evident that authenticity needs to be improved. Attention should be paid to sustainable and effective feedback while not putting undue pressure on teachers and students.

#### 4.2. Functions of Informational Teaching Feedback

Based on Zhan's research, this study analyzed all retrospective written responses and interviews, then identified five types of feedback functions perceived by Chinese university students in Japanese lessons, in addition to three categories of judging, encouraging, and improving tasks (Zhan, 2019), extending function, and improving interpersonal relationships are also proposed. The following Table summarizes the feedback functions.

**Table 2.** The participants' views on the functions of informational feedback

Functions	Teacher Feedback	Peer Feedback
Judging	Yes	Yes
Encouraging	Yes	Yes
Improving task	Yes	Yes
<i>Improving interpersonal relationships</i>	<i>Yes</i>	<i>Yes</i>
<i>Extending</i>	<i>Yes</i>	<i>No</i>

However, due to the anonymous nature of group assessment, peer feedback may not lead to a more intimate interpersonal relationship than teacher feedback. The functions of instructor feedback varied from the functions of peer feedback in the participants' and teacher's perspectives.

##### 4.2.1. Functions of Informational Teacher Feedback

Regarding the first judgment function, which includes score evaluation and strengths and weaknesses in the lessons in this study, the teacher's rating was 50%, the same weight as the mean of peer feedback, and both types of feedback dealt with strengths, for example, S36 mentioned in the interview:

*The teacher generally advises on all aspects, including language, content, logic, etc. The feedback given by the teacher is more comprehensive and pertinent, that is, a whole sentence written on the problems, especially on issues that the students do not notice. (S36)*

However, when it comes to the encouragement function, which includes strengthening speaking and improving confidence, some of the students wrote that they felt happy and positive after receiving feedback from the teacher, but some of them also said in the interviews that they sometimes felt anxious, perhaps not accepting the teacher's feedback in its entirety, and feeling that their efforts were not fully understood and acknowledged.

*After the teacher gave me the feedback, my first reaction was to accept it positively because, on the one hand, it was the teacher's approval of me. That is, she thinks that there is something I can do to improve this thing. There is a basis for improvement. (S36)*

*They might think I have worked so hard, so why should I go and tell the bad parts? I think it's a strange mindset myself. (S16)*

When it comes to improving the function, this includes correcting more language errors, enhancing self-reflection, and giving tips and advice on presentation. As teacher feedback is ongoing, this function is intricately linked to the process elements of the above feedback, guiding and advising students through the group presentation, and its improvement role is crucial. The teacher's feedback is relevant and can help in the improvement of the group's presentation, as well as in the individual academic development of the group members.

*I mispronounced こんにちは as きょうは, and 今日は means hello. But none of the students noticed it. No one raised the issue, including myself, after the presentation, and it was at the end of the complete process, and then it was the teacher who pointed out the mistake. (S16)*

In addition, some students mentioned in their responses that the effect of the teacher's feedback was like "1 plus 1 plus 1 being greater than 3", as the teacher provided more emotional value and helped to improve in the teacher-student relationship. For example, S2 and S18 wrote in response:

*The teacher's feedback provided a great deal of emotional value, and I felt that the teacher had taken a serious look at what we had done and gave rich feedback. (S2)*

*The teacher was conscientious and responsible, using information-based feedback to give efficient feedback that helped us with our Japanese and English studies. During the feedback process, it felt like we were drawing closer together. (S18)*

Another new feature that cannot be ignored is that the teacher will extend and give feedback on related topics along the theme of the group's presentation, which can be a good way to help students think outside the box regarding the topic of the presentation and is a new experience and learning for them. As the following students said:

*After each group has presented, the teacher will also present a PowerPoint that you have made yourself and then add more details to the topic. This is a fascinating thing. It is also about the level*



*of perception. Maybe when we look at a certain topic, what it looks like according to our peers, and then what the teacher looks like, it will broaden our horizons and promote the understanding of the feedback. (S42)*

*The teacher's feedback got me to think outside the box, experiment in all areas, and think about whether there was a problem with the way I was thinking. (S36)*

In addition, some students also pointed out that this kind of classroom activity also allows them to assess the teacher in reverse, hoping that the teacher will keep up with the times and focus on self-learning and improvement. Therefore, in teaching foreign languages, teachers should not only enhance their professional knowledge but also design classroom activities and give effective feedback, requiring teachers to constantly reflect on themselves and strengthen positive interaction and communication with students.

#### **4.2.2. Functions of Informational Peer Feedback**

In this study, peer feedback are rated at the same percentage as teacher feedback, but are rarely dealt with explicit weaknesses related to consideration for face-saving among peers. Furthermore, there are superficial and similar comments, such as:

*I found that much feedback from classmates were about how informative the group presentation was, and how well it flowed, and I rarely saw any direct feedback about weaknesses. (S27)*

The encouraging function of peer feedback was also analyzed and compared with teacher feedback. It was evident that although both provided encouragement, the encouragement of teacher feedback were specific, and the encouragement of peer feedback could have been more effective and in detail.

*It is a kind of encouragement, whether it is positive or pointing out shortcomings. It is impossible to say that something is perfect when it is presented, but if it is encouraging feedback, you will feel happy, and when you see the shortcomings, you will know how to improve it, so you will not be bewildered. However, many classmates seemed to be repeating, which made me suspicious. (S25)*

The improvement function of peer feedback is worth noting, as several students felt that peer feedback was sparse and shallow in perspective, and people may have felt that they had published and passed. Some would not even get suggestions for subsequent improvements from peers.

*There may be less because other classmates may not feel very attentive. They feel as if they are watching a movie, have seen it, and then it is over. Many students said things like they were highly informative and spoke very fluently, but they did not speak from the heart. (S38)*

In addition, regarding the peer feedback function of improving interpersonal relationships, since the informative feedback is given in small groups, it enhances student interaction through the assessment and feedback given by the group, it also provides an opportunity to get to know and learn from each other, but it is at a similar level of expertise to other students else and for reasons such as looking after the faces of other students (Harris et al.,2015; Zhan, 2019), so the extension function is not covered in peer feedback in most cases.

## 5. Conclusion

In summary, following the guidelines of sustainable feedback (Careless et al., 2010), this study analyzes the teaching practices of the Superstar Learning APP and finds that the content and functions of teacher feedback are more comprehensive than peer feedback, and peer feedback should be more specific and realistic. Besides, the reasons and improvements are worth exploring in subsequent studies.

Furthermore, feedback literacy to understand and process feedback is essential (Sutton, 2012; Zhan, 2021). Thus, both teachers and students can make more effort in classroom activities. Meanwhile, there is still room for improvement in the reform and practice of information technology teaching in this course, for example, by establishing evaluation and feedback criteria with students, gradually adjusting and improving them, and requiring participating students to participate in feedback activities and correct their attitudes actively. They can also develop the ability to evaluate themselves and others by speaking up and making comments that may differ from those of other groups. Meanwhile, the teacher can briefly introduce the presentation topics to students to raise their awareness and generate interest. They can also enrich the teaching mode by using multimedia courseware, micro-learning videos, and teaching software in the classroom so that students can improve their foreign language skills and overall quality through advanced information technology.

At present, informational technology applied to foreign language teaching in universities is still being improved (Lin & Zhang, 2015), and it is hoped that this study will shed more light on other innovative practices in the foreign language classroom and refine the feedback study. However, the course studied in this study is limited. Therefore, subsequent research should expand the target courses and further improve the existing findings on informational foreign language teaching and feedback.

## Acknowledgments

This work was supported by grants from the Hunan Provincial Social Science Foundation Foreign Language Research Joint Project (No. 21WLH20) and the Teaching Reform Research Project of the University of South China (No. 2020YB-XJG74).

## References

- [1] Braun, V., & V. Clarke. "Using Thematic Analysis in Psychology" [J]. *Qualitative Research in Psychology*, 2006, 3 (2): 77-101.
- [2] Carless, D. Feedback loops and the longer-term: towards feedback spirals[J]. *Assessment & Evaluation in Higher Education*, 2019, 44(5): 705-714.
- [3] Carless, D., Salter, D., Yang, M., & Lam, J. Developing sustainable feedback practices[J]. *Studies in Higher Education*, 2010, 36(4): 395-407.
- [4] Chen, J. Experimenting with the use of information technology in Japanese language teaching[J]. *Modernisation of Education*, 2016, 3(29): 76-77.
- [5] Dörnyei, Z. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*[M]. New York, NY: Oxford University Press. 2007.
- [6] Ellis, R., Loewen. S. & H. Basturkmen. *Focusing on form in the Classroom*[R]. Institute of Language Teaching and Learning, University of Auckland. 1999.
- [7] Ellis, R. A Framework for investigating oral and written corrective feedback[J]. *Studies in Second Language Acquisition*, 2010, 32: 335-349.

- [8] Fan, Y. & Xu, J. The Effects of Peer Familiarity on Learner Engagement in Peer Interaction[J]. *Foreign Languages and Their Teaching*, 2021(2): 82-91.
- [9] Geng, F. & Yu, S. An investigation of L2 student engagement with peer feedback in the argumentative writing[J]. *Foreign Language Education in China*, 2023, 6(01): 67-74+95.
- [10] Harris, L. R., Brown, G. T. L., & Harnett, J. A. Analysis of New Zealand primary and secondary student peer- and self-assessment comments: applying Hattie and Timperley's feedback model[J]. *Assessment in education: principles, policy & practice*, 2015, 22(2): 265-281.
- [11] Han, Y. & Xu, Y. Research on Emotion Experience and Emotion Regulation Strategy of Second Language Writing Learning from the Perspective of Positive Psychology: A Case Study of Written Corrective Feedback[J]. *Journal of Foreign Languages*, 2020(01): 50-59.
- [12] Hattie, J. & Timperley, H. (2007). The Power of Feedback[J]. *Review of Educational Research*, 2007, 77(1): 81-112.
- [13] Hattie, J. *Visible learning: A synthesis of 800+ meta-analyses on achievement*[M]. Abingdon: Routledge. 2009.
- [14] Hou, Z. *A Case Study of Interactive Process of Teacher Feedback and Student Engagement in ELT Writing Class of University*[D]. Northeast Normal University: 2021.
- [15] Hu, J. & Wu, Z. An Empirical Study on the MOOC-based College English Flipped Classroom Instructional Model[J]. *E-Learning in Foreign Languages*, 2014, No.160(06): 40-45.
- [16] Kayi-Aydar, H. "Scaffolding language learning in an academic ESL classroom" [J]. *ELT Journal* 3, 2013:324-335.
- [17] Li, G. & Wang, N. Research on the Feedback Effectiveness: Influencing Factors and Teaching Strategies[J]. *Theory and Practice of Education*, 2018, 38(19): 57-60.
- [18] Li, Y. Exploration of Japanese Mobile Learning Model as the Second Foreign Language Based on Superstar Learning Link--A Case Study of Heze University[J]. *Journal of Heze University*, 2019, 41(04): 72-76.
- [19] Li, Z. Research on English SPOC Mixed Teaching Model in Higher Vocational Universities[J]. *Chinese Vocational and Technical Education*, 2019, No.699(11): 76-80+86.
- [20] Lin, S. & Zhang, Q. 20 Years Review of Research on Information Teaching Mode in China: Reference, Change and Innovation[J]. *China's Audio-visual Education*, 2015, No.344(09): 103-110+117.
- [21] Liu, D. A Research on the Blended Teaching of German as the Second Foreign Language on the Superstar Learning App[J]. *Journal of Hebei North University (Social Science Edition)*, 2020, 36(03): 91-94.
- [22] Ma, L. Research on the Teaching Mode under the Multimodal Discourse Framework[J]. *Theory and Practice of Education*, 2016, 36(01): 57-60.
- [23] Nicol, D. From monologue to dialogue: improving written feedback processes in mass higher education[J]. *Assessment & Evaluation in Higher Education*, 2010, 35(5): 501-517.
- [24] Su, D. A Discussion on the New Mode of Foreign Language Classroom Teaching[J]. *Foreign Language World*, 2006 (04): 21-29.
- [25] Sutton, P. "Conceptualizing Feedback Literacy: Knowing, Being, and Acting" [J]. *Innovations in Education and Teaching International*, 2012, 49 (1):31-40.
- [26] Wang, B. An Exploration of Focus on Form in Post-task Peer Interaction at a Chinese University EFL Classroom[J]. *Foreign Languages and Their Teaching*, 2016(1): 41-49.

- [27] Wang, Z. Comprehensive English Blended Teaching Mode Reform Based on Chaoxing Xuexi Tong[J]. Journal of Eastern Liaoning University(Social Sciences), 2018, 20(03): 121-126.
- [28] Yan, W. Audience or Learners?--Non-English Major Post-graduates' Peer Feedback for English Classroom Presentation[J]. Foreign Language Teaching Theory and Practice, 2023, No.181(01): 70-75.
- [29] Yang, L. & Yang, M. Exploring the power of teacher feedback in Chinese students Testing the relationships between students' feedback beliefs and student engagement[M], 2018: 155-173.
- [30] Yang, M., & Carless, D. The feedback triangle and the enhancement of dialogic feedback processes[J]. Teaching in Higher Education, 2013, 18(3): 285-297.
- [31] Yi, A. Integration of modern information technology and Japanese language courses[J]. Theory and Practice of Contemporary Education, 2011, 3(06): 60-62.
- [32] Yu, S. & G. Hu. Can higher-proficiency L2 learners benefit from working with lower-proficiency partners in peer feedback?[J]. Teaching in Higher Education, 2017, 22: 178-192.
- [33] Yu, S. & I. Lee. Peer feedback in second language writing (2005-2014) [J]. Language Teaching, 2016, 49: 461-493.
- [34] Yu, S. & I. Lee. An analysis of Chinese EFL students' use of first and second language in peer feedback of L2 writing[J]. System, 2014, 47: 28-38.
- [35] Yu, S., Y. Zhang, Y. Zheng, K. Yuan & L. Zhang. Understanding student engagement with peer feedback on master's theses: A Macao study [J]. Assessment & Evaluation in Higher Education, 2019, 44: 50-65.
- [36] Zhan, Y. Conventional or sustainable? Chinese university students' thinking about feedback used in their English lessons[J]. Assessment & Evaluation in Higher Education, 2019, 44(7): 973-986.
- [37] Zhan, Y. Developing and validating a student feedback literacy scale[J]. Assessment & Evaluation in Higher Education, 2021: 1-14.
- [38] Zhao, L. & Yu, T. A Review of Teacher Feedback Studies Based on CiteSpace[J]. Foreign Language Testing and Teaching, 2022, 4: 54-64.
- [39] Zhang, L. Research on the application of English reading mobile teaching mode based on SuperStar Learning[J]. Information Technology and Informatization, 2016, No.203(12): 91-93+96.
- [40] Zhang, Y., Chen, M. & Li, R. The influence of feedback in writing teaching on the cognitive behavior of teachers and students[J]. Foreign language, 2000(1): 24-28.
- [41] Zhen, N. Research on the correlation between foreign students' error correction feedback belief and oral accuracy[D]. Nanjing University: 2015.