

Research on the application of the “little-teacher” system in English writing feedback in senior high school

Wen Jing

School of Foreign Language, China West Normal University, Nanchong, Sichuan, 637000, China

Keywords: “little-teacher” system, writing feedback, writing interest, writing ability

Abstract: The “little-teacher” system proposed by TaoXingzhi has been using in many different subjects. One of the teachers most important jobs is to develop students’ ability of English writing which is the essential part of senior high school English education. So, aiming to explore whether the application of the “little teacher” system in English writing feedback play a role in promoting students’ writing ability and interest, the author combine the “little-teacher” system with writing feedback. The result show that: (1)the application of the “little-teacher” system in English writing feedback can enhance students’ capacity of writing; (2) the application of the “little-teacher” system in English writing feedback can improve students’ interest of writing.

1. Introduction

Based on Humanistic theory, social constructivism theory, the foundation of scaffolding teaching theory, This essay focus on the application of the “little-teacher” system in English writing feedback. To resolve the problem---the lacing of teacher, Taoxingzhi proposed the “Little-teacher” system. With the development of education, the “little-teacher” system has been integrated with teaching.

2. Research at home and abroad

2.1 Research abroad

Foreign research

As early as 1974, Pam Lewis and William C. Bru (1974) explored the influence of cross-age teaching and found that cross-age teaching could stimulate students' interest in learning. Carmen S. Dixon (2020) analyzed the benefits of peer teaching from a theoretical perspective, and he believed that both students as "teachers" and students as "students" would benefit from different aspects. In addition, many scholars have tried to use Bell-Lancaster in practice. Ronald Chow (2016) explored two different peer teaching modes: same-age peer teaching and cross-age peer teaching. By comparing the two methods, the author finds that cross-age peer teaching is more effective than peer teaching. In addition, Satu Tenhovirta et al. (2021) applied peer instruction to a technology teaching program in a junior high school and proved that peer tutoring can indeed promote teaching.

With the development of research, many researchers are also trying to use peer teaching in various classes. For example, Justus O. Inyega et al. (2017) tried to apply peer teaching in primary

school reading teaching, and found that the use of peer teaching in reading teaching improves students' reading and writing ability.

Research at home

In China, Mr. Tao Xingzhi (1891-1946) initiated the "little-teacher system", also known as "serial teaching method", which was put forward to solve the social and educational problems at that time, such as the shortage of teachers, the lack of educational funds, illiteracy and so on. With the development of teaching, Zhang Li (2020) theoretically analyzed the value and connotation of the "little mister" system and the relationship involved in partner learning under the "little-teacher" system. Chen Jiasheng (2016) introduced the "little-teacher" system into English teaching and found that the "little-teacher" system could improve students' academic performance. Especially for the high and low groups of the promotion effect is obvious. In addition, Liu Xiaoping (2020) tried to introduce the "little-teacher" system into the practice evaluation and lecture of high school classes, and found that the application of "little Mister" system can improve students' independent learning ability, cultivate students' cooperative spirit, improve students' comprehensive ability and cultivate harmonious teacher-student relationship.

In recent years, "little-teacher" system is widely used in teaching, such as in physics teaching, Chinese teaching and so on. But at home and abroad, there are few "little-teacher" system and writing feedback combined. Therefore, the author combines the "little-teacher" system with the writing feedback system, and tries to explore the application of "little-teacher" system in the writing feedback of high school English, aiming at improving students' writing interest and writing performance, and strengthening students' initiative and autonomy in learning.

3. Research Design

This study try to apply the “little-teacher” system in English writing feedback and explore What kind of influence will be brought to students.;

The research questions of the study:

(1) How does the application of "Little-teacher" system in English writing feedback affect students' interest in writing?

(2) How does the application of "Little-teacher" system in English writing feedback affect students' writing performance?

3.1 Research Methods and Participants

The participants are students of grade 2 in senior high school in Nanchong City and the research method is a combination of quantitative research and qualitative research. The participants come from two different classes, Class 3 and Class 9, which are taught by the same English teacher. In this study, the author chose class 3 as the experimental class and class 9 as the control class randomly. The writing feedback method of the comparative class remains unchanged, while the experimental class adopts the "little-teacher" system in students' feedback. In order to reduce the influence of the initial writing scores of the two classes, the writing scores of the students in the two classes were tested before and after the study. The average score of the two classes was similar in the pre-test, so it could be defined that the learning capacity of the two classes' students were similar.

3.2 Research Process

First of all, the author pretested students writing ability through the writing test. Then, explained the "little-teacher" system to students in the experimental class and announced the conditions and

requirements of choosing little teachers. The primary election of little teachers was carried out through two channels---voluntary registration and students' selection. Finally, 10 little teachers are selected through teachers' interview. As the little teachers are selected, the class was divided into 10 groups; each of them is equipped with a little teacher. Then, the author took advantage of the self-study time to train the little teacher on how to Correct a composition and give feedback to their group members. After training, they corrected and gave feedback on the written texts of their team members once a week, it lasted for 19 weeks. At the end of the experiment, the first and last little students' responses to their partner's writing were collected. At the same time, the author collected relevant information by questionnaire. In order to ensure the validity of the experimental data, the students' compositions were jointly corrected by two teachers during the test and the average score was taken as the final score.

3.3 Research tools

Writing test

Aiming is to exclude the effect of students' writing capacity in experimental class and control class, this study selected two college Entrance examination English compositions with similar difficulty to conduct pre-test and post-test to students.

Validity of the Questionnaire

In order to find out how does the application of "little Mister" system in English writing feedback affect students' interest in writing, the author conducted questionnaire survey before and after the study. Before it, the author sent the questionnaire to another class for validity analysis, and the analysis results are shown in Table 1. Among them, “ α ” represents the validity of the whole questionnaire, “ α_1 ” represents the validity of the latitude of students' writing interest, and “ α_2 ” represents the validity of the latitude of students' writing ability. According to the table, all the “ α ” are much higher than 0.5 which showed that the questionnaire validity is reliable.

Table 1 Results of questionnaire validity analysis

Whole α	Latitude α
$\alpha=0.817$	$\alpha_1=0.751$
	$\alpha_2=0.738$

In addition, through the analysis of the questionnaire items, the differences between the high score and low score group are significant which are shown in table 2.

Table 2 Analysis results of questionnaire items

Group statistics					
	Group	Cases	AVE	St.d	S.E.Mean
Total score	High score	12	60.83	3.973	1.147
	Low score	12	38.00	5.752	1.661

Pre-test

Before the experiment, the author conducted a pre-test on the experimental class and the control class. The basic sample distribution of the experimental class and the control class is shown in Table 3. According to it, The average scores of experimental group is similar to the control group, they were 113.6935 in the experimental class and 113.2295 in the control class. Therefore, it can be regarded that the English learning ability of the two classes are in common. In addition, there was no significant difference in the writing score of the two classes: the control class was 0.8 points higher than the experimental class.

Table 3 Sample distribution

	Cases	Average Score in English	Average Score in Writing
Experimental class	62	113.6935	16.87097
Comparative class	62	113.2295	17.09836

4. Results and Discussion

4.1 The change of students' writing ability after the experiment

In this study, the author conducted the pre-test and post-test for the experimental class and the control class, and collected the data related to the pre-test and post-test of the students in the two classes, such as English scores, writing scores and questionnaires which were logged into SPSS, the result are as follow:

Table 4 Paired sample test

		AVE	St.d	Mean st. error	95% confidence interval				
					Upper	Lower			
P 2	B1 - B2	-.661	1.837	.233	-1.128	-.195	-2.834	61	.000
P 2	b1 - b2	-.131	2.918	.374	-.879	.616	-.351	60	.727

Table: B1:Pre-test of writing score of experimental class; B2: Post-test of writing score of experimental class;

b1:Pre-test of writing score of control class; b2: Post-test of writing scores of control class

According to Table 5, the significant of the two classes are both higher than 0.05, from which can show that the two classes are striking. It also shows that the score of English and writing of the two classes have improved significantly, that's because all students in this two classes are studying hard during this term. However, the table show that the $P(\text{class } 3) < 0.05$, which can be conclude that the difference is significant in experimental class before and after. Therefore, the author compares the two grades of the experimental class and the control class. The results are shown in Figures 1 and 2.

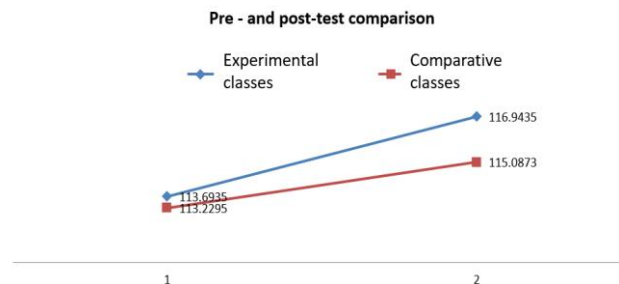


Figure 1 Comparison of English scores between class 3 and class 9 before and after test

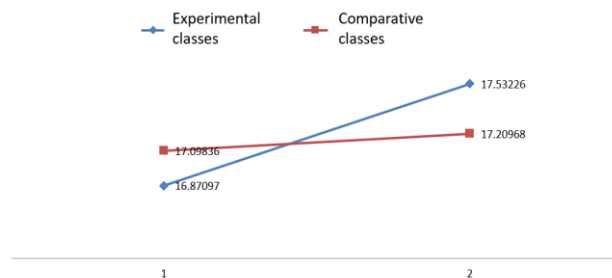


Figure 2 Comparison of writing scores between class 3 and class9 before and after test

Figure 1 and figure 2 indicate that both the overall score of English and the score of writing were improved: The overall English score of the experimental class increased from 113.69 to 116.94, and the average score increased by 3.25 points.; The English score of the control class increased from 113.22 in the pre-test to 115.08, and the average score increased by 1.86 points. However, it can be seen from Figure 1 that the writing score of the experimental class has a higher growth rate than that of the control class. Similarly, it can be seen from Figure 2 that the writing scores of both the experimental class and the control class improved. The average writing score of the experimental class was 16.87 in the pre-test and 17.53 in the post-test. The writing score of the control class was 17.09 in the pre-test and 17.20 in the post-test. It is noteworthy that the pre-test writing score of the control class is higher than that of the experimental class, while the post-test score shows that the writing score of the experimental class is significantly higher than that of the control class. The writing score of the experimental class has increased by 1.44, while that of the control class has only increased by 0.11. It can be concluded that applying the "little-teacher" system to the writing feedback of senior two students can improve students' writing performance to a certain extent. In addition, the author also found that the application of "little-teacher" system in writing feedback can not only improve students' writing scores, but also improve their English scores to a certain extent. The reason may be that students gain English knowledge from writing feedback and apply it to other aspects of English learning, improving students' overall English score.

The author also conducted a survey on students' perception of self-writing ability in the questionnaire survey, and the results are shown in Figure 5.

Table 5 The changes of students' writing ability

		Cases	Rel.	Sig.
P 1	Pre-test & Post-test	62	.752	.689

According to Table 5, the significance of students' writing ability is 0.689, from which it can be considered that the writing ability of subjects changes significantly before and after the experiment. In addition, the author divided the subjects into three groups, named higher group, medium group and lower group, according to their overall English scores and compared their writing ability, the result are as figure 3:

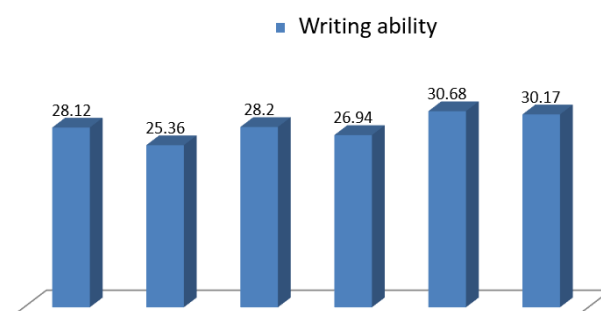


Figure 3 The changes of students' writing ability

According to figure 3, the author draws the following conclusions :(1) students with higher scores, lower scores and medium scores all think their writing ability were improved; (2) Students' writing ability in the higher group increased more than those in the medium group and the lower group (according to the setting of the Likert scale, the higher the score is, the lower the writing ability is).

4.2 The change of students' writing interest after the experiment

After collecting the questionnaire data of the participants, the author summarizes the total score of the questionnaire, the total score of the writing interest and the total score of the writing ability of the subjects. The results are shown in Table 6:

Table 6 The changes of students' writing ability

		Ave.	Cas.	St. d.	Mean st. error
P 1	Pre-test	52.8033	62	5.39697	.69101
	Post-test	50.07	62	8.258	1.057

It can be seen from Table 6 that the writing interest and writing ability of the participants, which was used the "little-teacher" system writing feedback, improved after the experiment. It dropped from 52.80 in the pre-test to 50.07 in the post-test. The author analyzed the total score of the questionnaire and the total score of writing interest of participants with different English scores. Then the results are shown in Figure 4 and Figure 5:

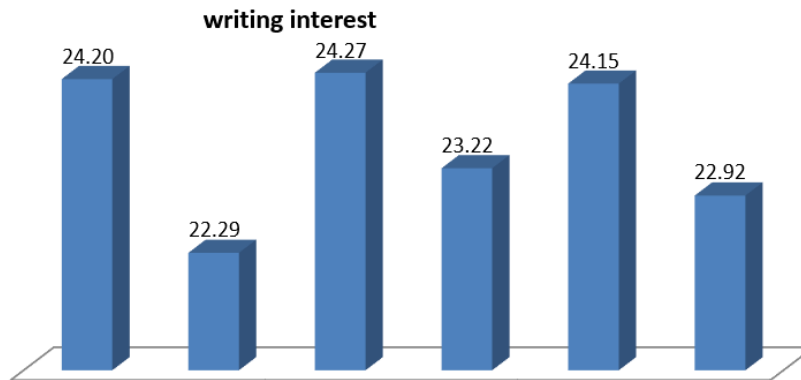


Figure 4 Writing interest

It can be seen from Figure 4 that the overall writing interest of the participants improved. In addition, the English writing interest of the higher score group increased the most from 24.20 to 22.29 after the writing feedback experiment of "little-teacher" system. The medium group increased from 24.27 to 23.22; The lower group showed the least improvement, from 24.15 to 22.29. Therefore, it can be said that after the experiment of "little-teacher" system for writing feedback, the writing level of the participants has been improved, while the writing interest of the control class remains unchanged.

4.3 Discussion

From what has been discussed above, the application of the "little-teacher" system in writing feedback can improve students' writing scores and interest in writing. In addition, the author also found that after the experiment, the English scores of the experimental class increased more than that of the control class, proving that the "little-teacher" system can also improve students' English scores to a certain extent. However, there are still many shortcomings in the experiment. For example, the experiment lasted for only 4 months, and the participants of this experiment were the classes with above average English scores. It is not clear whether the application of "little-teacher" system in writing feedback is suitable for the classes with average or low English proficiency.

References

- [1] PWC Lewis(1974) . *The Effects of Cross-Age Teaching Experiences in Language Achievement, Self Concept, and School Sentiment of Eleventh Graders Who Teach Language Arts to Fourth Graders. Final Report.*[J]. *Cross Age Teaching*, 23(5):143-152
- [2] Enk, A. van and Cate O. ten. (2020). "Languaging" tacit judgment in formal postgraduate assessment: the documentation of ad hoc and summative entrustment decisions. *Perspectives on Medical Education*, 9(6), 373–378.
- [3] Inyega J O, Inyega H N and Hardman F. (2017) *Implementing cross-age peer tutoring in the teaching of reading in Kenyan primary schools*[J]. *Computers & education*, 15(7):61-78.
- [4] Tenhovirta S. (2021). *Cross-age peer tutoring in a technology-enhanced STEAM project at a lower secondary school*[J]. *International Journal of Technology and Design Education*, 67(5):1-23.
- [5] Yang S H.(2016). *Conceptualizing effective feedback practice through an online community of inquiry*[J]. *Computers & education*, 94(5):162-177.
- [6] Chen Jiasheng. *An Empirical Study on the Application of "Little Sir System" in High School English Classroom* [J]. *Shanghai Education and Research*, 2016(6):54-57+61.
- [7] Chen Jiasheng. *Teaching and Management*, 2016(7):30-32.
- [8] Xu Jing. "Little Teacher" Makes "Big Education "[J]. *Teaching and Management*, 2017(3):16-17.
- [9] Zhang Li. *Partner learning under the little master system: relationship and connotation* [J]. *Education theory and practice*,2020,40(29):47-51.
- [10] Zhu Jingren, Jin Zhongxia. *Lancaster's Practice of mentee System and The Research of People's Education Thought* [J]. *Journal of Hebei Normal University*, 2014, 16(1):50-53.